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ABSTRACT

Unusual because they involve students above the primary level, the programs described in this report are designed to involve parents more fully in the education of their children. Presented are 28 programs in grades 4-12 initiated by school systems in large cities and operating during the 1980-81 school year. Information about the programs was gathered through telephone conversations and through visits to seven programs. School systems were asked to provide information on programs that might help parents act in educational capacities, such as home tutors, monitors of homework and attendance, or guides for their children in the use of community educational resources. A general discussion section highlights salient features from all programs, promising practices, components of a comprehensive program, and strategies for program development. The 28 program profiles include program objectives, major activities, staffing, target populations, funding, evaluations, materials available, and the name of a contact person. The seven in-depth reports resulting from site visits cover each program's objectives, rationale, development, operation, cost and personnel information, supporting and inhibiting factors, evidence of success, and other areas. A table classifying the main characteristics of each program assists readers in locating programs of interest. (Author/JM)

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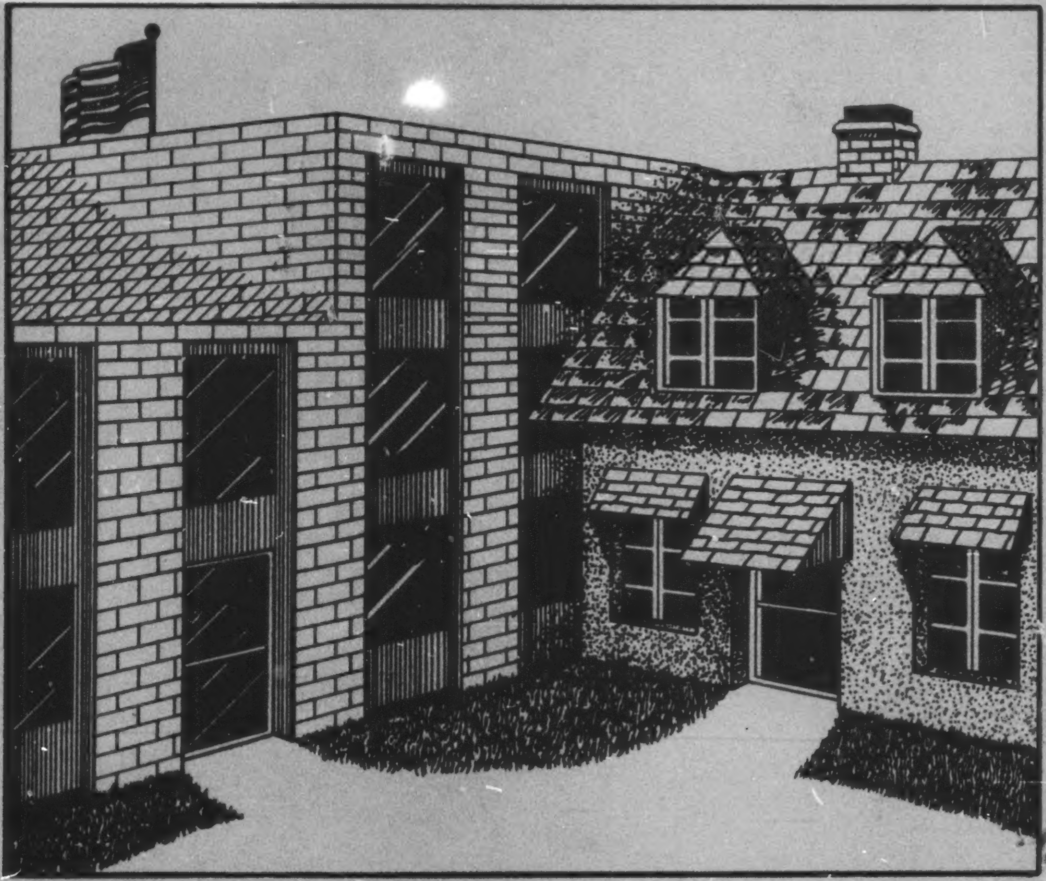
The Home-School Connection

Selected Partnership Programs in Large Cities



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EA 014 884

THE HOME-SCHOOL CONNECTION

Selected Partnership Programs
in Large Cities

by

Carter H. Collins
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PREFACE

This publication is based on a home-school relations study conducted by the National Institute of Education's Families as Educators Team during the 1980-81 school year. The members of the team, all researchers at the National Institute of Education (NIE), are Oliver Moles (Team Leader), Mary Cross, and Carter Collins. Cynthia Wallat, a former team member, also contributed significantly to this work. The team is located in NIE's Home, Community and Work Division headed by Robert I. Wise.

To assist with the field studies, Vazquez-Nuttall Associates, Inc., an educational research firm based in Newton, Massachusetts, was called upon. The firm conducted five of the seven on-site studies reported here under an NIE contract (NIE P-80-0121).

The administrators, program managers, principals and teachers in school systems in the 24 cities involved in the study made the greatest contribution of all. Without their insights, information and willing assistance, it would not have been possible to construct this Report. We extend to them our most sincere thanks. We also note that there may be eligible home-school programs that have escaped our attention. Time and funding limitations have made it difficult to do an exhaustive search for every home-school program, despite contacts with various offices in each school system. Any omissions are our responsibility, and we would be glad to hear of other eligible programs (see Criteria in Appendix B).

The cover for this report was designed and executed by Candace J. Hoffman, NIE illustrator. Invaluable typing support for the study was provided by Beatrice Cooper, Gloria Herbert, and Cornelia Johnson.

Perhaps the most critical contributor of all is the Institute for Responsive Education (IRE) which has taken on the challenge of publishing this Report in order to bring it to the attention of interested and concerned educators and citizens. Production work and editing at IRE were handled by Gian S. Lombardo. W. Dana Rudolph, IRE Office Manager, typed the manuscript.

We hope that this information will be useful to policymakers, program planners, school administrators, and citizens who wish to initiate parent involvement programs or improve upon existing activities. No endorsement of the programs included here is to be implied by the National Institute of Education, or the Institute for Responsive Education. Any opinions expressed or inferred in this Report are those of the authors and do not necessarily reflect the views or position of the National Institute of Education or the U.S. Department of Education.

SECTION ONE

INTRODUCTION

OVERVIEW

The purpose of this Report is to provide systematic information on programs designed to encourage or achieve partnerships between the home and school at the upper elementary and secondary school levels. Each of the programs described herein is sponsored by a school system in one of the 24 most populous cities in the United States. The programs work in various ways to involve parents in improving the school performance and social development of their children.

This Report contains a discussion and synthesis of findings across the 28 home-school collaboration programs identified as being in operation during the 1980-81 school year, site visit reports on seven of these programs, and profiles of the 28 programs. A chart at the end of this introduction (see page 8) shows major characteristics of each program. Section Two contains a discussion of the programs. The seven on-site studies are presented in Section Three, arranged alphabetically by state and by cities within states, and alphabetically by program name within cities. The Appendices contain a list of the cities contacted in this study and the criteria for selecting programs to be profiled.

In searching for eligible programs, school systems represented were asked to provide information on any of their programs which might help parents act in educational capacities:

- as home tutors;
- as monitors of homework and attendance;
- as guides for their children in the use of community educational resources;
- engaging in other home activities to improve student learning.

This Report is restricted to presenting information about programs and practices in grades four to twelve. Much more is known about parent involvement activities with younger children; the techniques and strategies for engaging parents and schools in partnerships around older children's learning are much less developed and well-known.

In this period of diminishing Federal resources, the search focused especially on programs funded from other sources. Over half of the programs described herein received substantial, or total, non-Federal support. Sources of funding are taken up in the discussion in Section Two.

RATIONALE

Recent evidence suggests strong interest, mixed with some ambivalence, regarding closer home-school relations. Most parents want to work closely with schools in the education of their children (Gallup, 1980) even though some have difficulty doing so for a variety of reasons. Educators and educational organizations are also interested in working with parents. One indication of this is the recent formation of the National Coalition for Parent Involvement in Education (Rosenau, 1981) composed of diverse national education-related organizations and plans to form similar coalitions at the state level. Nevertheless, an element of mistrust and discomfort also runs through the experience of at least some low-income and other parents in their dealings with the schools (Lightfoot, 1978).

A number of kinds of home-school collaboration have been developed and put into operation among pre-school and early elementary school age children. Headstart and similar programs have been studied repeatedly in great detail. One overarching conclusion coming from studies on these programs is the necessity for parent involvement at home in educational activities in order to maintain educational gains (Bronfenbrenner, 1974; Goodson and Hess, 1975). At the elementary school level, some Follow Through models emphasize parent participation. And some elementary schools with a rich variety of parent participation have shown dramatic achievement gains (Comer, 1980; Walberg, 1976).

At the upper elementary and secondary school levels much less is occurring, and one might ask why there is not a tradition of home-school collaboration programs at the upper grades. Part of the answer may lie in funding priorities which have favored the lower grades, but no doubt a larger reason is the difficulty of involving parents, school staff, and students in coordinated activities at these grade levels. Several factors are behind this. One is the nature of the educational process itself at the secondary level. Instead of each student having a single teacher, there are usually a number of subject area teachers in addition to counselors and specialists. This makes it difficult for the parent to have a single comprehensive link with the school.

Another factor is the increasingly independent and self-directed nature of adolescents. They may resist when parents try to get involved in their education. Peer pressure among students may also intensify their feelings. In addition, many parents feel uncomfortable in the school. They may also conclude that by the time children reach junior high school, they have mastered the "school business" and are capable of getting along without special parental attention. Despite such difficulties, a variety of programs have begun to emerge at the upper grade levels and large city school systems seem to be accepting the challenge. Some of these programs have been sustained over a considerable period of time. Many programs have have reported significant gains in school attendance, academic achievement, and closer home-school relations. But for the most part existing programs have not been widely publicized. Therefore, the information presented here may be of special interest to those who are considering the development of partnership programs, or who wish to improve ongoing practices.

This guide is one of several projects undertaken by the Families as Educators Team in support of the National Institute of Education's mandate to carry out research which contributes to the improvement of educational practice.* The authors of this Report are the current members of the Team.

The mission of the Families as Educators Team is to support research and development work which will further understanding of the family's role in children's educational development and ways to enhance the educational support capabilities of families. One increasingly important strand of Team activity concerns ways to better support the school achievement of children and youth through stronger relationships between the home and the school.

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* Another Team project was the Home-School Alliances Conference convened in October of 1980. The conference was attended by directors of local programs, parents, national program representatives, researchers and educators. It was designed to glean from programs for families of early adolescents (grades 4-9) ideas others might use for program development. Localities of various sizes were represented, and programs were presented and discussed in detail. Proceedings of the conference await publication.

SCOPE OF THE STUDY

This Report describes school system initiated programs designed to involve parents more fully in the education of their children. All of the programs studied are located in large cities in the United States with populations of 500,000 or more as of 1980. To identify programs not sponsored by school systems would have been too large an undertaking for existing resources.

Large cities were selected for the survey because they usually contain many students who are not achieving well. It was also recognized that large cities commonly have great numbers of low-income students and highly diversified populations. Increasing parent participation among such groups may pose special challenges. Furthermore, it was presumed that the school systems of large cities have more resources available to develop and sustain innovative home-school programs, consequently beginning the search with such systems would yield more information than directing the inquiry elsewhere.

The criteria for selecting the programs which are profiled in this guide are found in Appendix B. In essence, programs were included which: (i) had been in operation for at least one year; (ii) encouraged the utilization of parents as educators of their own children, in contrast to parent involvement as classroom aides or on advisory committees; (iii) included any of the grades 4 - 12; and (iv) operated in at least two or more non-special schools. We were particularly interested in programs serving a significant number of economically disadvantaged students or a significant number of students who were culturally and/or linguistically different from the mainstream population. We did not, however, rule out programs directed toward mainstream students and their families.

INFORMATION GATHERING PROCESS

The data gathering process for the profiles involved steps which were carried out by members of NIE's Families as Educators Team with substantial assistance from the staff of Vazquez-Nuttall Associates, Inc., an educational research firm located in Newton, Massachusetts. They conducted five of the seven site visits reported here.*

The steps followed in gathering the information are described below.

Telephone Contacts

As a first step, team members contacted by telephone a variety of people at several levels of the school system's hierarchy. Starting with aides to the superintendent or the office of public information, the search expanded to include offices on curriculum and instruction, Federally funded programs, parent involvement, special programs, secondary education, and research and evaluation. At least three different program offices were contacted in each school system. They identified ongoing home-school programs, and helped us determine their scope and dimensions and their eligibility for the study. Of the twenty-four cities contacted, fourteen had at least one eligible program.

Profile Development

In a second step, using the telephone information plus program materials submitted, profiles were written by Team members on each of the eligible programs. These profiles outline program objectives, major activities, staffing, target populations, funding, evaluations, materials available and a contact person. The profiles were sent to each program head for any necessary modifications and final approval. The profiles have been kept brief because their main purpose is to alert the public to the array of existing programs and to facilitate contact with the sponsors if more information is needed.**

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* Families as Educators Team members visited and wrote the reports on Houston's Operation Fail-Safe and Philadelphia's Parent Partnership Program.

** Recognizing that this process might have missed some qualifying programs, a follow-up letter with the selection criteria and a profile format was sent to the public information offices in all of those school systems where first contacts had not been fruitful. This process yielded about a half-dozen additional programs which had been missed in the first round of contacts.

Site Visits

During the final step, seven of the original 28 programs were selected for site visits and more extensive analysis (these are found in Section Three). Three principal criteria guided the selection of these programs for site visits. The first was diversity of location, methods of working with parents, types of student behavior addressed, and conceptual orientation. The second criterion centered on the degree of promise the program held for the future. We looked for programs which have sustained themselves over a period of time, had reported some solid achievements, and appeared sufficiently viable to continue for some time. The third criterion was comprehensiveness. All things being equal, programs containing several activities or innovations rather than a single thrust were chosen. Once the candidates were selected,* two-day site visits were arranged. At each site a number of key persons were interviewed where available.** At two schools in each site program supervisors, principals and teachers were interviewed.

School systems were requested to select well-functioning programs in two contrasting low-income areas such as schools serving different ethnic groups or ages of students. This was done so as to see the operation of the program among educationally disadvantaged groups where the benefits might be the largest. All of the interviews contained a common core of questions so to obtain information on the same factors from different viewpoints as well as special questions on areas best known to each respondent.

The reports which resulted from the site visits cover the objectives and rationale for each program, its development and operation, cost and personnel information, supports and barriers, evidence of success and other areas. These reports were revised by the authors and sent to the program directors for review and approval.

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* It must be emphasized that the exclusion of a particular program from the list selected for extensive study does not mean that the program did not meet some or most of the criteria. Although the programs selected met the criteria in a general sense, they may have been weaker than some of those not selected on one particular element of the criteria.

** The overall program director's interview was the most detailed. It covered the history and development of the program , goals, program activities, staffing, staff training, target populations, cost and resource allocations, research and evaluation studies, and program transferability.

Immediately following this introduction is a table which classifies the main characteristics of each profiled program. Those which share similar methods of contacting parents, educational roles for parents, and/or desired outcomes for students can be identified at a glance. This should assist the reader in locating quickly those programs which are of interest.

CHARACTERISTICS OF SELECTED HOME-SCHOOL PROGRAMS

PROGRAM	STUDENT OUTCOMES DESIRED				LOCATIONAL ROLE OF PARENTS			MAJOR CONTACT METHOD		
	Academic Achievement[1]	Social Development[2]	Career Development	Attendance	Tutor	Socializer of Child	Educational Planner[3]	Conferences	Workshops/ Classes	Visitations[4]
Arizona Phoenix Prescription Learning Laboratory Program	M	S	NA	S	M	M	M	S	S	M
California San Diego Partnership	M	M	NA	S	M	M	M	M	M	M
Florida Jacksonville Parent ACT (Accountability in Citizenship Training)	M	M	NA	M	S	M	S	NA	NA	M
Illinois Chicago Institute for Parent Involvement	M	S	S	S	M	M	M	S	M	M
Illinois Chicago Parent Plus Project	M	S	S	S	M	M	M	S	M	M

M = Major Emphasis

S = Secondary Emphasis

NA = Not Applicable

1. As measured by Reading and Math scores.
2. Includes school conduct, improved self-image, human/personal relationships.
3. Homework scheduling, educational use of community resources, career related planning at secondary level.
4. Includes teachers or outreach workers visiting home, and telephone visits.

CHARACTERISTICS OF SELECTED HOME-SCHOOL PROGRAMS (Continued)

PROGRAM	STUDENT OUTCOMES DESIRED				LOCATIONAL ROLE OF PARENTS			MAJOR CONTACT METHOD		
	Academic Achievement[1]	Social Development[2]	Career Development	Attendance	Tutor	Socializer of Child	Educational Planner[3]	Conferences	Workshops/ Classes	Visitations[4]
Illinois Chicago School-Community Identification	M	M	S	M	M	M	S	S	NA	M
Indiana Indianapolis Parents in Touch	M	S	S	M	M	M	M	M	NA	NA
Louisiana New Orleans Home Study Program (Parent/Partnership in Learning)	M	M	M	M	M	M	M	NA	M	S
Maryland Baltimore Attendance Monitors Program	S	S	NA	M	NA	NA	NA	NA	NA	M
Maryland Baltimore Family Activities to Maintain Enrollment (FAME)	M	M	S	M	S	M	M	NA	M	M

M = Major Emphasis

S = Secondary Emphasis

NA = Not Applicable

1. As measured by Reading and Math scores.
2. Includes school conduct, improved self-image, human/personal relationships.
3. Homework scheduling, educational use of community resources, career related planning at secondary level.
4. Includes teachers or outreach workers visiting home, and telephone visits.

CHARACTERISTICS OF SELECTED HOME-SCHOOL PROGRAMS (Continued)

PROGRAM	STUDENT OUTCOMES DESIRED				LOCATIONAL ROLE OF PARENTS			MAJOR CONTACT METHOD		
	Academic Achievement[1]	Social Development[2]	Career Development	Attendance	Tutor	Socializer of Child	Educational Planner[3]	Conferences	Workshops/ Classes	Visitations[4]
Michigan Detroit Home Curriculum Program	M	S	S	M	M	S	M	S	M	M
New York City Bronx Parent Aid in Improving Learning Skills Improvement -- Title II	M	S	S	S	M	M	M	NA	M	NA
New York City Bronx Parents as Reading Partners	M	M	S	S	M	M	M	NA	M	NA
New York City Brooklyn Parent Trained Volunteers and Tutors for Adolescents...	M	S	NA	S	M	S	M	S	M	NA

M = Major Emphasis

S = Secondary Emphasis

NA = Not Applicable

1. As measured by Reading and Math scores.
2. Includes school conduct, improved self-image, human/personal relationships.
3. Homework scheduling, educational use of community resources, career related planning at secondary level.
4. Includes teachers or outreach workers visiting home, and telephone visits.

CHARACTERISTICS OF SELECTED HOME-SCHOOL PROGRAMS (Continued)

PROGRAM	STUDENT OUTCOMES DESIRED				LOCATIONAL ROLE OF PARENTS			MAJOR CONTACT METHOD		
	Academic Achievement[1]	Social Development[2]	Career Development	Attendance	Tutor	Socializer of Child	Educational Planner[3]	Conferences	Workshops/ Classes	Visitatations[4]
New York City Brooklyn Seminars for Parents in Family Living/Sex Education	S	M	S	S	S	M	S	M	M	NA
New York City Long Island How to Help Your Child at Home	M	S	S	S	M	M	M	M	M	NA
Ohio Columbus Home-School-Community Agents	M	M	M	M	S	S	S	M	NA	M
Ohio Columbus Parent-Coordinator Aides	S	S	NA	M	S	S	S	M	NA	M
Ohio Columbus Pupil and Community Assistance Specialist Program	M	M	S	M	S	M	M	M	NA	M

M = Major Emphasis

S = Secondary Emphasis

NA = Not Applicable

1. As measured by Reading and Math scores.
2. Includes school conduct, improved self-image, human/personal relationships.
3. Homework scheduling, educational use of community resources, career related planning at secondary level.
4. Includes teachers or outreach workers visiting home, and telephone visits.

CHARACTERISTICS OF SELECTED HOME-SCHOOL PROGRAMS (Continued)

PROGRAM	STUDENT OUTCOMES DESIRED				LOCATIONAL ROLE OF PARENTS			MAJOR CONTACT METHOD		
	Academic Achievement[1]	Social Development[2]	Career Development	Attendance	Tutor	Socializer of Child	Educational Planner[3]	Conferences	Workshops/ Classes	Visitations[4]
Pennsylvania Philadelphia Benchmark, ESEA Title I	M	M	NA	M	M	M	M	M	M	NA
Pennsylvania Philadelphia Parent Partnership Program	M	M	NA	M	M	M	M	NA	M	NA
Pennsylvania Philadelphia Philadelphia Teacher Parent Center	M	S	NA	S	M	M	M	M	M	NA
Pennsylvania Philadelphia School-Community Coordinator Serv.	M	M	S	M	S	M	M	M	M	M
Texas Dallas Community School Action Centers	M	S	NA	S	M	S	S	M	M	NA

M = Major Emphasis

S = Secondary Emphasis

NA = Not Applicable

1. As measured by Reading and Math scores.
2. Includes school conduct, improved self-image, human/personal relationships.
3. Homework scheduling, educational use of community resources, career related planning at secondary level.
4. Includes teachers or outreach workers visiting home, and telephone visits.

CHARACTERISTICS OF SELECTED HOME-SCHOOL PROGRAMS (Continued)

PROGRAM	STUDENT OUTCOMES DESIRED				LOCATIONAL ROLE OF PARENTS			MAJOR CONTACT METHOD		
	Academic Achievement[1]	Social Development[2]	Career Development	Attendance	Tutor	Socializer of Child	Educational Planner[3]	Conferences	Workshops/ Classes	Visitations[4]
Texas Dallas Community Specialist Program	S	S	S	M	S	S	S	M	M	M
Texas Dallas Partners in Learning	M	S	S	M	M	M	M	M	NA	NA
Texas Houston Operation Fail-Safe	M	M	M	M	M	M	M	M	NA	NA
Texas San Antonio ESAA Guidance and Human Relations	M	M	S	M	S	M	S	M	NA	M

M = Major Emphasis

S = Secondary Emphasis

NA = Not Applicable

1. As measured by Reading and Math scores.
2. Includes school conduct, improved self-image, human/personal relationships.
3. Homework scheduling, educational use of community resources, career related planning at secondary level.
4. Includes teachers or outreach workers visiting home, and telephone visits.

SECTION TWO

DISCUSSION

In this section we will present some of the ideas distilled from the numerous telephone interviews, the site visits, and the extensive program materials submitted by various cities. Notwithstanding the substantial contact with school systems upon which our perceptions are based, we hasten to state that our conclusions are not grounded in the main on close observation or familiarity with the details of programs. Nor have we yet attempted to analyze the evidence for claims of program effectiveness. It should be noted that this Report and the discussion that follows in this Section have not been an attempt to present a detailed picture of all the programs we identified in large cities. Our goal, narrower in focus, has been to provide program planners, administrators, policymakers and parents enough information about a variety of programs to allow each to become familiar in general with programs which may match their needs or interests and warrant further investigation. Based on our present knowledge, we will indicate some of the promising practices found, what a comprehensive program might look like and some strategies for program development. Some areas for needed research will also be mentioned. But first a summary of program features will help to put what follows into perspective.

SALIENT PROGRAM FEATURES

Considering the whole set of 28 programs profiled, a number of interesting program variations and emphases can be detected. Looking at the programs collectively, it is apparent that there exists a wide variety of activities with different goals, strategies, procedures, and roles for parents. There are comprehensive designs such as revealed in the site visits to Chicago, Houston, Indianapolis and Philadelphia. Some have a single emphasis such as the programs visited in Jacksonville (discipline), New Orleans (discrete basic skills competencies) and New York City (sex education).

The chart at the end of the Introduction on individual program characteristics contains much information on program emphasis. Regarding desired student outcomes, 24 of the 28 see academic achievement in reading and mathematics as a major goal, 17 are concerned in a major way with attendance, and 14 with social development including conduct, human relations, and self-concept

In order to involve parents, fifteen use individual conferences, seventeen use workshops or classes, and fifteen visit the home or telephone parents. Some programs have multiple modes of contact and multiple goals for students.

Eighteen programs expect parents to tutor their children at home, 21 seek to use parents in broader socializing roles and 19 encourage parents to help plan their children's home and community educational experience. Thus, a large number of the programs assist parents in one or more of the educational capacities of concern in this inquiry: tutor; monitor of homework and attendance; guide to community educational resources; and leader of other home activities to promote student learning.

Based on the participation figures in the guide, plus 40 similar efforts uncovered by a recent Basic Skills Improvement Program survey,* it appears that many thousands of teachers, parents, and administrators are currently involved in some kind of formalized home-school relationships to further student learning. The Houston and Indianapolis parent-teacher conferences alone involved tens of thousands of parents in the last school year. It appears that in many places parents and educators have overcome the distance, fears and other barriers which have separated them in the past.

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* For information on similar parent-school programs in a wider range of locations, we recommend a publication by the U.S. Department of Education's Basic Skills Improvement Program entitled "A Catalog of Parent Involvement Projects: A Collection of Quality Parent Projects for Assisting Their Children in the Achievement of Basic Skills." The programs covered in the catalog differ significantly from those in this Report. They cover all grades K - 12 and focus solely on the improvement of basic skills. This publication is now available. Information about it can be obtained by writing to: Mr. Sherwood R. Simons, U.S. Department of Education, Office of State and Local Educational Programs, Division of Educational Improvement, Program Review and Support Branch, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

The programs studied are not confined to the earlier grades or even concentrated there. Twelve of the 28 include families of high school students and another ten reach to grades seven or eight. Only six programs are restricted to grades six and lower. It appears that school systems are definitely expanding their interest to working with families of older students.

Exactly half of the 28 programs were targeted on low-income families and another four on minorities. The remaining ten were aimed at a broad range of families or were citywide in scope. We feel that the focus on low-income families is important because of their children's generally lower educational performance. An income stress has probably also been encouraged by the emphasis of Federal programs under the Elementary and Secondary Education Act which is in fact the source of funds for a number of the programs identified.

The large number of citywide programs also suggests that some school systems have developed ambitious projects to reach the full spectrum of families. This has the potential of assisting educationally disadvantaged students who do not come from low-income or minority families.

The source of funding for these 28 programs shows that six received only local funding, including some foundation monies. Two others received only state funding, and seven more received substantial funds from various Federal and non-Federal sources. Thus there has been a strong element of local and state support for over half (15) of these home-school programs. The remaining thirteen relied on Federal education programs almost entirely. We deliberately looked for locally supported programs, since these may become increasingly important with the reduction in available Federal funds and the coming of block grants. The number and variety of programs found suggest that local sources have indeed been receptive to the concept of home-school partnerships, at least as partners in funding.

The programs surveyed also reported some quite valuable results: reduced absenteeism, higher achievement scores, improved student behavior, and restored confidence and participation among parents. Some of the nine programs begun in the two years before the survey (1979-1981) reported no evaluation result yet, but the rest presented varying information in support of these assertions. For example, twelve programs noted student achievement gains, eight noted improved student attitudes toward school, seven better attendance, and five better school conduct. Even more common were the stated changes in parents. Eighteen programs saw greater parent support of and communication with the schools. This should be one of the most immediate and easily confirmed effects of the programs. A few mentioned teacher or administrator support, too. In addition, eleven programs reported greater parent involvement in children's learning and development which must be the concern of the partnerships that seek to strengthen student learning. Whether these reported gains and changes in behavior can be attributed entirely to strengthened home-school relationships is difficult to say, but it would be important to explore the possibility systematically.

PROMISING PRACTICES

In a broad but real sense, we view all programs as promising because they have been operating in at least several locations within each school district for some time, and appear likely to continue. Thus, they are well established and in a position to influence schools and families toward greater collaboration.

Readers will also view the programs described in this Report from the standpoint of their own particular interests and program needs -- what is promising to one person may be of little consequence to another. Nevertheless, among programs of interest, there are several factors which may help to identify those for further investigation. One such factor is their cost: eighteen of the 28 cost over $100,000 a year. Also important is the source of funding: those fifteen which had generated substantial or total non-Federal support bear close examination to see how they have done it. Of course, in the face of declining Federal funding, the others may also turn to and locate funds elsewhere, but programs which have done so already would seem to offer especially instructive information.

Among programs of interest, those which report favorable outcomes such as student achievement, parent involvement, or other areas of concern also bear close consideration. Other programs may have results to report as time goes on, and it may be worth inquiring directly with programs of interest. But in the absence of more information, those with claims of success will obviously command more attention. However, the reader should be advised that NIE cannot vouch for these claims since the data on which they are based has, in most cases, not been examined. One would want to know how adequate the study designs are which produced the claims. Still, a claim of success is an important starting point, and the reader can then decide whether further information is needed.

Programs which seem to produce results with diverse kinds of families and students may be of greater interest to school systems and the general public unless the aim is to assist specific kinds of clients. In addition, programs which make personal contact with parents by individual conferences or better yet by frequent contacts outside the school setting such as is done by outreach workers, can accomodate better to the special needs and concerns of parents and probably can maintain interest more than programs that only deal with groups of parents or only meet in schools. The trade-off, however, is in the generally higher cost of the more intensive and personal approach. The benefits may be in establishing truer forms of collaboration where parental input means as much as school input in the program. In this regard, parents should be free to choose the level of participation they desire without pressure or penalty for themselves or their children.

Although not necessarily present to the same degree in all programs, there seem to be certain other characteristics important to the continued operation and effectiveness of the programs. These elements involve both the school system and its orientation toward the parents. The school system characteristics are:

- Leadership at the district and school level seems to have been actively committed to strengthening home-school relations. One example of this active commitment can be seen in programs where the superintendent and other officials from the central administration have taken over classes while regular teachers hold conferences with parents.
- Widespread support among parents, teachers, businesses and other segments of the community for the plan to improve home-school relations is also an element found in a number of the programs. The utilization of a wide variety of resources found among business people, parents, social agencies and other community sources seems to have contributed to the development of a positive climate by expanding the number of individuals and organizations that become stakeholders in the program.
- Appropriate staff training and orientation in areas appropriate to particular programs, such as human relations and

cross-cultural relations, conferencing techniques, and career counseling appear to have had a large impact on program success. This has been especially true in locations with large numbers of low-income and racial minority families.

- It appears that the operational climate was greatly enhanced when teachers and their representative organizations were included in the planning and decisionmaking aspects of the program.
- Computers have been used in a creative fashion to produce not only individual test scores, but also study prescriptions, educational requirements for jobs of interest, and other information for parents to use in counseling and instructing their children.

School system orientation toward parents contains these features:

- Although there was much urging and a persistent effort to get parents involved, participation, as far as we know, has in fact been voluntary in all of the programs.
- To increase family involvement, some programs have made special efforts to accomodate the diverse interests and circumstances of the parents they serve. For example, some parent-teacher conferences are held in the evenings or on Saturdays, some programs provide bilingual assistance for parents who do not speak English well, and some offer parents cultural programs and social service information while they are at school for conferences.
- Quite a number of programs have managed to avoid, by design or accident, stigmatizing students with academic or behavioral problems by opening the program to all parents thus avoiding a focus on any single group of students or parents.
- In many of the programs it was stated or implicitly understood that the parent is a co-partner in the collaborative effort to improve student learning.

Sometimes the promising practice is no single program characteristic, but a combination of elements. For example, parent-teacher conferences are not new. Yet, citywide media campaigns to get employers to allow parents released time, computerized student test scores, and printed material for parents to promote home study are all relatively new additions to an old practice. Another innovation is the adaptation of an existing technique, the hotline, to serve the homework needs of students and the informational needs of parents. When provided to everyone, the new programs move the parent-teacher conference beyond a feared occasion for discussing student problems to an opportunity for all to share aspirations and techniques for encouraging student growth.

NOTES TOWARD A COMPREHENSIVE PROGRAM

Many of the programs in this Report contain important features for promoting home-school collaboration, yet a multi-stranded approach combining their features may be the most useful in meeting different parent, student and school needs. In such programs, parents can choose the level and nature of their involvement as it suits their needs and their children's needs. Several factors gleaned from the programs reviewed may underlie the development and organization of a comprehensive program. (Some have been discussed in the previous section.) These include the following factors outlined below.

Regarding schools:

- Leadership at the district and school level should be committed to the goal and the plan.
- Activities should be inexpensive for school systems and parents.
- All potential resources of the school and community should be explored and utilized. Staff orientation and training should be available as needed. Professional incentives for staff should be built in.
- Teachers and their representative organizations should be involved in planning and decisionmaking.

Regarding parents:

- Activities should be voluntary, and respect the diversity of interests and circumstances of families.
- Activities within schools should be open to all, thereby lessening the stigma of parents being singled out because of their children's problems.
- Activities should be built on family strengths and organized to give parents a sense of equal status in collaborating to improve student learning.

With these as guiding principles, some objectives and activities of a comprehensive program can also be stated. These draw heavily on the programs actually observed, but no attempt to credit sources will be made.

Objective 1. To establish channels for communication between schools and parents. Structures for communication are an essential starting point. Channels might include:

- Parent-teacher conferences. The conferences can be held in the fall and spring semesters before or when first report cards are sent out. Computers can be used in group conferences for parents with several children in the same school, and to print notices with suggested conference times for each family. Some conference time should be in the evenings for parents who cannot get released time from work.
- School-community coordinators. They can be used to contact inactive parents, encourage their participation and determine their needs.
- Parent workshops on learning-related topics.
- A hotline for parent concerns and questions.
- The school open house. The open house can be used to orient parents to all home-school collaboration opportunities.
- The media. Radio, television, billboards, community newspapers, posters and flyers sent home to parents all have a place. Business and civic organizations should be persuaded to lend their support.

Objective 2. To exchange information and suggestions regularly between the home and school to promote the progress of individual students in both settings. Individual meetings between the parent and teacher or parent and outreach worker are the best opportunity for this. Information exchanged might include:

- Student's school achievement, behavior, and attitudes toward learning.
- Home learning activities of parents with their children and parents' expectations for their performance.
- Suggestions of parents and teachers for ways to help children in the home and school.

Objective 3. To make available educational resources and strategies for parents to use with their children, especially in reading, writing and math skills. Parents want manageable educational ideas and ongoing communication channels can be used to inform them of ways to help their children. Kinds of information and materials might include:

- Recent test results.
- Tips for home activities to strengthen weak areas. These could be computer-generated and keyed to test component scores.
- Reading comprehension and math exercises developed for home use with parents at each grade level. Some school systems and other organizations have developed these.
- Career development profiles: interest inventories, occupational

aptitude tests, job skills and qualifications, working conditions, availability and pay.

- Request that parents enforce a quiet time and provide a special space for doing homework.
- A homework hotline to inform parents about home-school activities and how they can work jointly with their children on homework.

Objective 4. To maintain regular communication between parents and their children regarding school progress and parental assistance as needed. Activities might include carrying out the ideas for parent-child relations introduced above such as:

- Working together on material provided by the schools to bolster achievement.
- Providing a special place, and enforcing a regular quiet time for study.
- Checking homework for completeness and signing it.

Objective 5. To provide auxiliary services for parents to support student learning. These services would be addressed to issues in parent-child relations, parent-community relations, and child-centered problems which may also limit learning. Activities might include:

- Parent workshops on parent-child relations (e.g., parent effectiveness training), on child-centered problems (e.g., drug and alcoholic abuse, discipline in schools, career awareness), or on parent-community problems (e.g., consumer education, social agencies available).
- School-community coordinators might help parents obtain needed community services, and organize small groups of parents into self-help networks. This can be done without reducing the family's independence and initiative by helping them develop and use their own strengths. Such an approach is being applied with parents of pre-schoolers in Syracuse, N.Y., in a program of family supports (Bronfenbrenner, 1980).
- School events and trips to support family heritage and common culture identification and appreciation.

The selection and application of these various techniques will, of course, depend on the age and developmental level of the child. For example, young children may not be exploring careers, and older students may object to having parents sign their homework, but even these situations should not be taken as absolutes.

It may help at this point to enlarge on the view of a comprehensive program just described. Once regular channels of communication are established, including provisions for reaching all parents on a personal basis in some fashion, then the exchange of valuable information can be set in motion. Parents can help teachers as much as teachers can help parents as both contribute to a shared understanding of factors affecting the child's learning. The amount of sharing by parents will no doubt be influenced by their perception of whether teachers treat them as equal partners and build on their strengths rather than dwelling on perceived weaknesses.

Making educational resources and strategies available to parents is then essential if parents are to assist student learning. A number of the programs identified have produced materials in reading and math for parent and child use, although little is known about their use. The creative development and application of home learning materials and strategies is one of the biggest challenges in this area.

Finally, other family services may be needed as well for students with behavior or attendance problems and for families whose own educational, health and welfare needs detract from students' ability to apply themselves to school work. Beyond the educational and social development areas, this may require stronger coordination with other community agencies.

STRATEGIES FOR PROGRAM DEVELOPMENT

Creating a comprehensive program from scratch can be very expensive, but fortunately there is now a good deal of experience in large city school systems to draw on, and model programs and program elements which might be adapted to new circumstances. In constructing a home-school program, many areas will need to be addressed. Based on our experience from this survey, we offer a few thoughts on some aspects of program development. These are presented more or less in order of their occurrence as programs unfold.

Needs Assessment

Programs can focus on various concerns -- student achievement, behavior, attendance, career planning and others. Which to choose may depend on the availability of reliable indicators. For example, how do test scores compare with other similar localities? Are suspensions on the increase? Are attendance levels satisfactory? Should some schools receive more attention than others?

Public attention on a particular aspect of student performance may also be important, as it was in one city where newspaper stories on attendance problems prompted the development of parent involvement programs. Regardless of the area of student performance chosen, a program to involve parents seems likely to increase their familiarity with and support of the schools. In an era of beleaguered school systems, this is not an insignificant benefit.

Sources of Funding

In the present era, responsibility for educational program support is becoming more a state and local matter. School systems will have to turn increasingly to non-Federal sources for support of special programs. Typically, this support comes from local and state education budgets. However, some of the programs cited have been successful in obtaining support from local businesses and foundations and occasionally from foundations with a national scope. A directory of foundations which lists their areas of interest is available (The Foundation Center, 1981).

In seeking funds, the potential benefits of programs should not be overlooked even if firm evidence of effects is not available. For example, programs which involve parents working with their children can increase substantially the time spent on language arts, math or other subjects. Time spent on academic tasks has been shown to be a strong factor in student learning (Denham and Lieberman, 1980). The experience of other school systems with the same or similar approaches is also a good indicator of the prospects for a new program. These kinds of information build the rationale for effecting program benefits.

Other Local Resources

These may be material and personal resources available beyond what can be purchased. Within the school system, slack time on computers, perhaps at night, might be used to print out individualized home study materials, test results, or invitations to meetings for parents. And required teacher attendance at evening meetings could be used for individual conferences instead of open houses.

Outside of the school system, local chambers of commerce or similar business organizations might be willing to help publicize programs involving parents. Since most graduates will probably work in the locality, the business community stands to gain much from programs that will improve student performance. Parents or parent organizations might also volunteer to help run the program in areas such as contacting other parents, and providing support services and advice on parent interests.

Program Implementation

If programs listed in this Report are of special interest, one would do well to contact them and if possible arrange a visit to see them in action. Even though this Report contains some thoughts about the transferability of programs visited, local situations can change. The most current and detailed information would be of great value in starting any similar program. It may also be that certain elements of programs are sufficient by themselves for use elsewhere.

There are distinct advantages to having a full time program director in order to prevent other duties from hampering the new program's development. The creative, energetic and enthusiastic person -- inventor, seller and administrator in one -- would be ideal. Parents, teachers and their respective organizations need to be involved early to incorporate their perspectives and build their ownership of the program.

Evaluation

As the program unfolds, it will be important to monitor its progress and its difficulties to satisfy funders, and more important to improve the program in any way possible. Studies of the processes of service delivery between school personnel and parents, and then between parents and their children, would be most informative. Such studies are rarely done in any detail. They should show how well the program is being presented, received and acted on.

Studies of the effects on students are also needed to complete the picture and determine how well program goals are being attained. Well executed ongoing studies can be very valuable to the program managers and others as well as those who seek to adopt programs or program elements.

NEEDED RESEARCH

Many of the programs in this Report are quite new and have not been studied in any detail or with great precision. The absence of such analysis should not be taken as a lack of interest on the part of school officials. On the contrary, we found many school people asking themselves and their co-workers the same kinds of questions we have raised about program effects. Rather than a lack of interest, it has been in most cases a lack of resources which has prevented the launching of analytical studies. Hopefully in the future this resource deficiency will be solved and the rich and varied experience which is now accumulating can be thoroughly examined to the benefit of all.

The programs reviewed have been studied mostly at one of two levels: the participation and satisfaction of parents and school staff; and effects on students. The former is usually based on participant questionnaires and attendance counts at events for parents. It tends to be more convincing because it is purely descriptive. What brings about change in student behavior and learning is more complex, and other possible explanations of such changes are infrequently taken to account. Missing in the evaluation studies to date is attention to the process by which home-school collaboration makes a difference, if it does, in students. The process really involves two steps which need to be examined in two settings. First, contacts with schools where the parents learn what is needed, and, second, parent interaction with their children where the learning activities are carried out. For example, one area for investigation is the expectations of parents and teachers for their own educational role, each others' role, and student progress before and after collaboration. Another area is attitudes and interactions which lead parents to continue to participate, and become familiar with program goals and desired home educational activities. In the home one would want to see how the new learning information is translated into activities and modes of interaction with children, and the reactions of both parents and their children to these new approaches.

Taking a sub-set of the programs identified in big cities and elsewhere, a limited set of exploratory small-scale studies might be mounted on their effectiveness. These studies might be able to take advantage of much information already available locally on parent involvement, student achievement and other factors. Additional new data might be needed to trace the immediate effects of collaboration efforts on parents and school staff in areas such as participation, satisfaction, and particularly new knowledge of how to help children gained by both parents and school staff from each other. Such studies could also trace the chain of events leading to changes in parent-child interaction and then to possible student achievement gains and related behavior.

In view of the growing interest in and development of home-school programs for the upper grades, and the lack of firm knowledge on their effects, such studies appear very timely. If studies were to extend across several years this would allow school systems to utilize the first year evaluation data to improve programs in a second year. Subsequent study of the strengthened programs could then follow in the third year. Large cities typically have sizeable concentrations of low-income and minority families whose children often experience the greatest educational disadvantage. Studies including such families would be especially useful to see how well programs are working to improve their children's basic skills and related school performance.

Additional aspects of home-school collaboration which might also be explored to advantage are:

- How well previously uninvolved parents and those with low-achieving students are being reached.
- The needs and interests of parents who feel that their children's education should be left entirely to the schools.
- Public relations benefits of programs such as greater public understanding and support for the schools, and any disadvantages such as parents feeling that schools are trying to relieve themselves of responsibility for student learning.
- Which programs and program components most strongly influence student performance.
- The costs of programs in relation to their benefits.
- The role of contextual factors in the development and effectiveness of home-school progress. Some contextual factors are:
  - school policies and practices that limit or enhance collaboration;

- other school programs with similar student goals;
- student body composition;
- teacher association support;
- competing demands on parents' time;
- peer influence on youth;
- neighborhood resources for home-school collaboration.

Consideration of the context within which the home and the school exist is seldom a part of studies in this area, yet such contexts may be powerful factors in explaining programs' success. Home-school collaboration in the upper grades is a relatively new phenomenon on the scale uncovered in this survey, but judging by the account of inquiries and actual adoptions of techniques and strategies by other school systems the area is definitely expanding. This is an exciting area with a rich variety of new, creative programmatic approaches. Now is the time to learn as much as possible about them so as to help others who are thinking and planning along similar lines.

SECTION THREE

SITE VISIT REPORTS

Site visit conducted by Vazquez-Nuttall Associates, Newton, Mass.

PROJECT ACT: JACKSONVILLE, FLORIDA

PROGRAM DEFINITION

Project ACT (Accountability in Citizenship Training) is a school system initiated, Federally-funded program designed to gain parental cooperation in the school's effort to reduce disruptive student behavior.

RATIONALE

Following court ordered busing in 1971, students in grades one through five were bused out of the city, students in grades six and seven were bused in, and students in grades eight through twelve went to neighborhood schools of their choice. Disruptive behavior was especially apparent in sixth and seventh grade centers where students traveled long distances and parents were seldom involved in school functions. As staff recognized that the actions of disruptive students and their subsequent suspensions from school interrupted the learning process, the need for a citizenship program became apparent.

During the summer of 1975, a group of students, parents and educators from the three Duval County Schools (Edward White Senior High School, Jeb Stuart Junior High School and Stonewall Jackson Elementary School) met with project staff and consultants to plan a school-community citizenship program. Following extensive activities in value clarification exercises, the summer participants identified the citizenship attitudes and skills which they felt should be developed by effective citizens in a democratic society.

In the fall of 1975, the project staff conducted a needs assessment in the three schools. This resulted in the identification of: (i) the behavior students in the three schools exhibit which an effective citizen should not exhibit; and (ii) the prevalence of these undesirable behaviors. This information was provided to the "summer participant group."

They, in turn, exercised their value judgments and identified the behavior indicative of Respect for Authority, Respect for Peers, Respect for Classwork, Respect for School Attendance and Respect for Property and the target behavior to be developed by an effective citizen in a democratic society. Next, they evaluated the role of each group (parents, students, educators) in assisting young people to acquire the desired behavior. The participant group, then, specified "responsibility roles" and specific contributions which each participant could make to help young people develop desirable behavior.

Using these value judgments as the program basis, program staff researched the literature for counseling strategies appropriate for use by parents, students and educators to implement the contributions or others similar to those recommended by the "summer participants." Coordinated materials were developed for training in the program service delivery and application of selected strategies: Communication, Involvement, Role Playing, Arranging the Environment, Reinforcement and Modeling Behavior. The materials and procedures were field tested in the three project schools during the school year 1976-77 and were validated through an on-site audit conducted in November 1977, under the auspices of the Office of Educational Innovations, Department of Education, State of Florida.*

FOCUS

Originally focused on students in grades three through twelve, Project ACT is currently being focused on 1,200 5th, 6th and 7th grade students in 29 schools. Teachers, parents and students work together as "A Caring Team" to assist students in accepting responsibility for their behavior.

Students who exhibit undesirable behavior are selected for the program by classroom teachers and administrators in participating schools. Five categories of undesirable behavior have been identified and include: disrespect for authority; disrespect for peers; disrespect for classwork; disrespect for property; and disrespect for school attendance.

Meeting with a teacher facilitator twice a month, students identify problem behaviors. A behavioral prescription (contract) is written and the child commits himself/herself to changing one behavior at a time. Behavior modification techniques are used by the teacher facilitator, who also maintains close communication with the classroom teacher. Paralleling this activity is the involvement of peer parents who are trained to make home visits to parents of student participants and assist them in developing desirable behavior in their children.

OBJECTIVES

The main objective of the program is to reduce disruptive behavior among students by teaching parents, teachers and students positive behavioral change strategies. Overall goals of Project ACT include:

- a reduction in the rate of suspensions for participants;
- a decrease in the rate of referrals of participants for disciplinary actions;
- a decrease in the number of corporal punishment incidents;
- an increase in the promotion rate of participants; and
- a reduction of the disproportionate rate of suspensions and corporal punishment of minority students.

An ultimate goal is improved achievement of students.

PROGRAM IMPLEMENTATION

Traditionally, a citizenship program, taught by classroom teachers in grades three through eleven, included a study of the law, constitution, heroes, heroines as well as the characteristics of a good citizen. In 1976-77 a new program, Accountability in Citizenship Training, was field-tested in grades three through eleven. A teacher facilitator serving as a resource person assisted teachers and students with behavior problems, and peer parents visited parents in their homes. Introduced to three schools at six grade levels, the first year's program served a total of 166 students. By 1980-81, the program had expanded to the point of serving 1,200 students. Due to cuts in Federal funding, however, the program was forced to cut back to 500 students for the 1981-82 school year.

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* Accountability in Citizenship Training, Educator Handbook, Duval County, School Board, Jacksonville, Florida, ESEA Title IV-C, pp. 1-2.

Students and teachers were taught the program strategies by the teacher facilitator in individual one-to-one sessions. Group sessions for teachers and parents were also conducted.

During the developmental years of the program a behavioral observation instrument, BOCAS (Behavioral Observations for Citizenship Attitudes and Skills), was developed to help teachers appraise student behavior in the classroom. Observations covered three areas: (i) respect for authority; (ii) respect for peers; and (iii) respect for classwork. Trained observers observed students for fifteen consecutive one-minute intervals. Three fifteen-minute sessions in various settings were recommended for reliability. After several years of utilization and refinement, the BOCAS instrument has become more an integral part of the program.

The latest implementational stage of the program (1980-81) involved its expansion to include fourteen fifth grades, eleven more sixth grades and the further refinement of the major operational components.

Identification of Students for the Program

Students are nominated for the program by teachers and administrators who identify the students as exhibiting undesirable behaviors under any of the five categories: disrespect for authority; disrespect for peers; disrespect for classwork; disrespect for property; and disrespect for school attendance. When the same student is identified by both teachers and administrators, school records are examined for verification of the nomination, and the student enters the program. Prior to actual participation, however, the parent is notified about the decision and can opt not to have the child involved.

The Prescription

A key feature of the program is the prescription or contract designed to encourage the development of the desired behavioral change and improve the interaction of the parent, student and educator. According to the handbook for teachers, the prescription should contain: (i) a statement of the undesirable behavior category; (ii) a statement of the specific action to be changed; (iii) statements of the intervention activities to create the change; and (iv) a statement of the criteria of success (who will do what, how often and how long).

Involvement of Teacher Facilitators with Students

Acting as a role model, a teacher facilitator meets with each identified student twice a month on a scheduled basis. Sessions last a half-hour and alternate between individual and small group meetings. The student writes a prescription (contract) identifying a problem area and committing himself/

herself to change. Goals are specific and short term. For example:

- I will turn in my homework every day this week.
- I will attend school every day for a week.
- I will not bother other people when I get up from my seat this week.
- I will bring my supplies to class five days in a row.

Copies of the prescriptions are kept by the classroom teacher who monitors the student's progress. In addition, the classroom teacher and teacher facilitator communicate regularly. When a student satisfactorily fulfills a prescription (usually every two weeks), he/she works on a new problem area. Group meetings center around common behavioral problems with participants assisting one another to develop positive behavior. Rewards are given to students for achieving their goals. These rewards are chosen from a list of over 200 possibilities divided into categories such as "Things," "Food," "Playthings," "Privileges and Activities." Among the more unique items offered are: money, stationery, sugar cane, make-up kits, inexpensive household items and the privilege of making funny faces at the teacher. One boy whose father died earlier in the year chose to talk to a male teacher.

Teacher facilitators maintain some flexibility in their schedule to handle emergency problems as they arise. For example, one facilitator occasionally meets with students immediately after a fight. Another teacher facilitator assisted a classroom teacher who was helping students "work through" a classmate's death.

Peer Parents

The peer parents constitute the critical link between the school and the home. These are regular community people who have been nominated by the teachers and principals on the basis of their established interest and active participation in the life of the school and community. The nominees are interviewed, selected and hired by the ACT program administrator. Originally there were 29 peer parents who worked on a part-time basis. For a number of reasons this arrangement proved to be ineffective, as a remedy the program has shifted to five peer parents working on a full-time basis.

The major function of the peer parent is to go into the homes of the target students and work directly with the parents on improving the student's citizenship development. In preparation for their work the peer parents are given initial training in the six central strategies which underlie the program. These are: (i) Arranging the Environment; (ii) Modeling; (iii) Involvement; (iv) Communication; (v) Reinforcement; and (vi) Role Playing. These six strategies, incidentally, are also pursued by the teacher, the teacher facilitator and the parent, with each using a specific set of activities appropriate to their respective roles.

In addition to the initial training, the peer parents meet with the teacher facilitators and the administrative staff once a month on Fridays during the school year. Aside from serving to update the peer parent's training, the Friday sessions also provide an opportunity for the whole team to discuss mutual problems connected with the students and to seek collective solutions.

Parent Involvement

As already noted, the major channel of parent involvement with the school for improving student citizenship is through the peer parent. The peer parents have about one hundred families with whom they work very closely. On the first visit to the home, the peer parent introduces the program to the families, presents them with the *Accountability in Citizenship Training Parent Handbook*, and discusses any school related problems the family may have. On the second visit the parent and the peer parent work out a prescription or contract between the parent and the student. The importance of the prescription, its function and content is all presented in the Handbook. Generally, the prescription will state what the what the parent and the student perceive as the problem or set of problems to be attacked -- these may be the same or different than the problems defined in the prescription which the student has developed at school. Having isolated the problem, the parent and child then agree upon a set of activities which will help to solve or reduce the problem. Finally, the prescription will state what constitutes evidence of progress and what the reward or reinforcements will be. Aside from the guidance provided in the Handbook, the peer parent will also share information or insights that have been gained from working with other parents.

In addition to the activities specifically related to the prescription, the Handbook and the peer parent urge the parent to undertake a whole range of activities designed to help the child become a more productive, self-confident student. Basically these center around the six fundamental strategies which characterize the program -- respect for authority, modeling, involvement, reinforcement, respect for peers, etc. For each of these categories of behavior, there is a strategy which the parent can follow. To take one brief example, for developing respect for authority, there is a general strategy called "arranging the environment." Under this strategy it is suggested that the parent:

- Refer to school personnel in respectful terms.
- Show respect for child's teacher.
- Show respect for police officers.
- Obey stop signs.
- Provide students with a quiet place to study.
- Provide opportunity to perform household duties for an allowance.
- Make sure student has lunch money.
- Make sure student gets enough sleep.
- Help student to get a part-time job.

Although this listing does not show it, not all of the activities are home bound. Parents are urged to help chaperone school activities, sponsor Girl Scout/Boy Scout activities, and to donate time for improving school property.

Aside from working with parents in the home, peer parents also urge the parents to have periodic meetings with the teacher, to participate in school wide meetings and to maintain good communications with the school. Frequently the peer parent will set up the meeting between the parent and the school and even provide transportation for the visit.

Teacher Facilitators

In August before the beginning of school, teacher facilitators received training lasting for three weeks. Topics focused on the six strategies noted above. The training also dealt with harmonizing techniques to help the facilitator and the program to fit in smoothly and effectively with the principals, classroom teachers and school environment. To update the initial training and exchange ideas, teacher facilitators meet all day every Friday during the school year.

Teachers and Principals

During the pre-service training at the beginning of the school year, all faculty members in participating schools are invited to attend a six-hour training session, where they discuss the use of program strategies with students in the classroom. Continuing in-service training sessions are offered by project staff during the year.

The supervision, monitoring and continuous assessment of Project ACT is carried out by a program head with a small support staff. Both problems and supports which have emerged during the five years it has taken to implement the program are presented later.

Procedures and Materials

Coordinated ACT handbooks for program managers, parents, educators and students outline all the procedures needed to implement the program including how to identify the client students, how to treat them, how to train teacher facilitators for treatment and how to evaluate behavior change.

An ACT kit can be ordered from the Panhandle Area Educational Cooperative, P. O. Box 190, Chipley, Florida 32428. The kit contains a BOCAS (Behavioral Observations for Citizenship Attitudes and Skills) manual, student handbooks for elementary and secondary students, a parent handbook, prescription forms and activity box. At this writing the purchase price of the kit is $15.00.

FACILITIES REQUIRED

Office space is needed for the administrative staff. Within each participating school a private room or space is needed to accomodate teacher facilitators and students. Room size is dependent on space available and the size of the program in each school. In Jacksonville, all fifteen teacher facilitators have a desk in the administration building where they meet on Fridays, but use of a conference table and chairs could serve as well.

PERSONNEL AND TRAINING REQUIRED

Personnel. The administrative personnel and their main duties are as follows:

Number	Title	Main Duties
1	Supervisor	Manages/supervises entire program and administers grant
1	Coordinator	Staff development and in-service
1	Specialist	Parent involvement and monitoring school and home schedules
1	Evaluator	Evaluates success/effectiveness, intensity of treatment and educational significance

At the school level teacher facilitators meet with students and faculty, and peer parents work with facilitators and parents.

The qualifications of the teacher facilitator position are based on teacher certification, and a minimum of three years of teaching experience. Further experience in counseling and special education is desirable. Hours are comparable to other school staff, and the salary is based on number of years of service. In Jacksonville, most teacher facilitators service two or three schools.

To qualify for the peer parent position a candidate must be able to communicate with people and be a parent or grandparent. Although most of the peer parents are women, two retired mail carriers and their wives work together. Peer parents work part-time, including evenings, and are paid minimum wage.

Number	Title	Main Duties
15	Teacher Facilitators	Assist in identification of students. Confer with participating students and teachers a minimum of twice a month. Coordinate writing of behavior prescriptions. Carry case load of about 80 disruptive students.
5	Peer Parent	Meet with parents, explain the program and seek commitments to participate. Assist parents in writing behavior prescriptions. Confer with each parent twice a month (once by phone and once in person). Carry case load of about 100 parents.

Training. A set of handbooks for parents, educators, and students have been developed which contain training and source materials on the intervention strategies and plan of action for the client student. Each year training sessions are offered to teacher facilitators, to peer parents, and to teachers and administrators in participating schools.

COSTS

In FY '81, the total budget was $491,000, funded under an ESAA grant. The major items of expenses included personnel, supplies and in-county travel. Initial funding for July 1974 - September 1980 was from ESEA Title IV-C in the amount of $421,137.

ORGANIZATIONAL SUPPORT

Beginning in 1976 when a new superintendent committed to parental involvement was hired and the slogan Education is a Family Affair was adopted by the Duval County School System, the climate was ripe for a program aimed at parent participation. Also in 1976, the school system had its first open house where parent involvement was emphasized. The attendance at open house has grown from 50,000 parents in 1976 to 70,000 parents in 1980. According to interviews with several administrators, the school system has a serious commitment to parent involvement. Superintendent Herb Sang says, "When parents are involved, the students do better academically...with court ordered busing, the farther away from school students live, the less parental involvement there is. Project ACT attempts to bring parents back into the schools."

Within each school a teacher facilitator regularly communicates with classroom teachers who mutually support a behavior change among client students. Teacher facilitators are responsible for writing the prescriptions and doing other paper work which is a welcome relief to classroom teachers.

The PTA and several community agencies are supportive of Project ACT. Invitations are often extended to Project staff to speak about the program before community groups. Although the teacher's organization supports Project ACT, it does not play a key role in its administration.

FINDINGS TO DATE

A Title IV-C evaluation was carried out in 1976-1977 as part of the Title IV-C validation process. The basic evaluation design for the project was a post-test only control group design using random assignment of teachers.

An initial pool of students was identified by their teachers as demonstrating undesirable behaviors. Fifty-two teachers who volunteered to participate in the project were randomly assigned to the various treatment conditions or a control group. Small intact groups of one to eight of the eligible students followed these teachers into a group. Two treatments, environmental strategies and interpersonal strategies, were developed and administered to 48 students in the elementary grades and 76 students in the secondary grades.

Two major findings resulted from the data analyses. The statistical comparison of the elementary groups provided evidence that the interpersonal strategies had reduced undesirable school behavior as measured by BOCAS and the amount of disciplinary referrals. Differences between the interpersonal groups and the control group were significant at the .05 level. Among secondary groups, the environmental strategies with the parent model reduced undesirable school behavior when compared with the control group on the BOCAS and suspension rates. Differences were statistically significant at the .025 level.

To summarize, the data analyses indicated that interpersonal strategies are effective in increasing citizenship behavior for elementary level students and that rearranging the environment and working with parents are effective in increasing citizenship behavior at the secondary level. In addition, since 1976 disciplinary referrals have been cut in half, and one-third of the students in the program have been released from the program. Furthermore, a 1981 survey found that more than 90 percent of the parents, students, teachers and principals queried would recommend the programs to others. An equal percentage of those surveyed believed that the behavioral change strategies were effective and warranted continuation.

ONGOING RESEARCH AND EVALUATION

Working full-time on the project staff is a full-time evaluator whose present plans include addressing all the program goals and assessing achievement. At the end of this year pre-post Minnesota Stress Inventory test scores of 7th grade teachers will be analyzed and compared with a control group. In addition, a pre-post comparison of behavior using behavior validation forms will be compared with a control group. Participating teachers, parents and students will be asked to fill out questionnaires. The evaluator also plans to compare the citizenship grades of students in treatment to those outside.

Assessing in-service training sessions is one of the evaluator's responsibilities. The evaluator commented that workshops have been well received with one hundred fifty teachers requesting additional workshops.

SUPPORTS AND BARRIERS TO PROGRAM IMPLEMENTATION AND PERMANENCE

During the first year the administrative staff had to communicate the value and credibility of the program to the school faculty and urge parents to become involved. Although most teachers and administrators were receptive to a program that assisted them with discipline, some teachers had to be encouraged to use the program strategies in their classrooms. A major effort of the project staff involved selling the program. Many teachers resisted the extra paperwork.

During the first year there were difficulties in getting the project staffed. Shortage of funds was an additional problem. Since the money budgeted did not meet expenses, administrators had to cut back on the number of staff.

A three-year grant, beginning in July 1980 and ending in June 1983, has now been approved. Since many teachers and staff are supportive of the program, the staff predicts that Project ACT will continue to be funded at some level. In the twenty-nine schools using the program, training has been offered to all staff, and as a result many teachers are using program strategies in their classrooms. Teachers of under-achieving students report that many of the behavioral strategies are useful with their students. Program support is further demonstrated by many faculty members who would like to see the program expanded to include additional schools and grade levels.

Maintaining a stable group of peer parents willing to work part-time and at odd hours has been difficult. The problem has been further compounded by the constraints of Florida's part-time labor laws. In an attempt to overcome these difficulties, six full-time peer parents covering a wider geographical area will be employed next year.

TRANSFERABILITY

As Project ACT was originally funded by Title IV-C, it went through a dissemination and diffusion stage, and is currently operating in nineteen Florida counties. Program staff caution that careful planning and organization is needed for successful program implementation. Program materials are self-instructional and can be purchased from the Panhandle Area Educational Cooperative, P. O. Box 190, Chipley, Florida 32438. Space needs are minimal. A teaching background is the minimum requirement for teacher facilitators, though experience in guidance or counseling is helpful. Being a parent who likes to communicate with others is a prerequisite for peer parents. The program is headed by administrators who are skilled in staff development, and public relations. For more detailed information on materials, facilities, personnel training, and funding, please refer to previous pages. For the name and telephone number of the person to contact for more information about Project ACT, please refer to the profile section.

PARENT PLUS: CHICAGO, ILLINOIS

Site visit conducted by: Vazquez-Nuttall Associates, Inc.,
Newton, Massachusetts

PROGRAM DEFINITION

Parent Plus is a regionally initiated supplemental program which trains and encourages Title I parents to participate in the academic development of their children.

RATIONALE

The Parent Plus Program was initiated by the superintendent in District XIII, Dr. Alice Blair, who suspected that the high incidence of underachievement in her district correlated with a lack of parental involvement. Dr. Blair had previously encouraged parents to turn off their TV sets two hours every day and spend more time with their children. In designing the Parent Plus Program, she wanted to give parents the tools, the confidence, and the incentive to assume more responsibility for the academic achievement of their youngsters.

After the proposal was written, it had to be reviewed and approved by the Title I office, other district superintendents, and the principals in District XIII. The proposal was also reviewed by the district and local advisory councils.

FOCUS

The Parent Plus Program is a parent education program which has been made available to supplement basic Title I programs in Chicago. The program is designed to strengthen parent involvement in local schools. At each participating school, the program involves 60 parents and their children who are in kindergarten through eighth grade. The program was initiated in September 1979.

To help parents become more involved in the education of their children, Dr. Blair designed a program that: (i) brings parents into the school one day a week for instruction and support services; and (ii) provides a weekly at-home workbook project for children and parents to work on together.

In the parent component of the program, 60 parents meet in several small groups for an equivalent of four full days each month with a teacher. At the beginning of each instruction period, the group of parents meets as a whole. As a result of this initial instruction period, the group is subdivided into small components in order to closely examine topics assigned by the teacher. The parents study and discuss various aspects of child development and engage in homemaking, health and nutrition, modern mathematics, consumer education, crafts and sewing activities. The teacher also works with the parents on topics related to the academic needs of their children and the ways in which they may help their children in the at-home phase of this activity. These topics include word-attack skills, basic mathematics techniques, language expression, comprehension, phonetic analysis, and related skills necessary for parents to work more effectively with their children. Direct teacher instruction is flexible and is given on both an individual and a group basis as needs are observed. This flexibility helps parents to recognize the individual needs of their children.

The pupil component of this activity is divided into three 10-week at-home sessions which use activity packets correlated to the basal reading and mathematics textbooks currently in use at the school. The classroom teacher's judgment and criterion-referenced tests are used to establish the skill development level for each participating pupil.

Thus far, six schools in District XIII have used the program for at least one year. One school outside the district has been involved for over a year.

Students participating in the program have exceeded Title I expectations for gains in standardized reading and math test scores. However, it is not possible at this point to attribute these gains solely to the Parent Plus Program, since all of the children participated in another Title I program as well.

OBJECTIVES

The overall goal of the Parent Plus Program is to help parents become more involved in the education of their youngsters, and to develop more positive feelings about the schools their children attend. Instructional and support services for parents are intended to overcome negative attitudes due to limited formal education, poor self-concepts, and the fact that previous contacts with the schools generally consisted of being called in to discuss problems.

The three main objectives are to:

- increase parents' involvement in their child's education;
- raise students' achievement scores; and
- improve students' attendance.

To some extent there is a slight variation in objectives from school to school which reflects local differences.

PROGRAM IMPLEMENTATION

The main features of Parent Plus are educational classes for parents, and the commitment of parents to assist their children with homework assignments one hour each week. Each parent enrolled in the program is expected to attend school a minimum of one day per week. During class time conducted by a Parent Plus teacher, parents review basic skills and perform homework assignments that they will later do with their children at home. In this way parents gain the confidence needed to help their children.

Principals in Title I schools have the option of selecting Parent Plus to supplement basic Title I programs if the principal thinks the program would be beneficial to the students, and if sufficient funds are available.

Within participating schools, eligible parents for this activity are those whose children are participating in a Title I program (in kindergarten through 8th grade) and who sign an agreement stating their willingness to participate. Principals and teachers select 70 parents from each school after reviewing parental responses to a questionnaire concerning interest in the activity. Those not chosen are placed on a waiting list of eligible parents. Any parent unable to continue participating is replaced by a parent from the waiting list.

During the first year, parents were selected, teachers were hired, and classroom space was designated. The program was administered by a Title I coordinator who was responsible for assisting teachers and purchasing instructional materials. A staff person from the At Home Program in Baltimore trained teachers in the use of program materials at the beginning of the year.

The following describes the class schedule for parents which has remained similar during the three years in which it has been in operation. On a typical day between ten and fifteen parents attend class.

The day begins with instruction, usually in basic skills, that is related to the homework project that the parent and child will work on together that week. Topics include phonics, word-attack skills, basic math and related skills. The homework projects are contained in commercial packets which includes worksheets, directions, tests and supplementary learning activities. After working through the lessons at school, the parent hopefully will be better able to help his or her child at home.

The second part of the morning consists of discussions or lectures on topics relating to child rearing, homemaking and personal care. The specifics vary from school to school and from day to day. Speakers may come from the community or be resource persons from within the school (such as the school nurse). Many of the topics, such as home management, nutrition, consumer education and child development are geared to raising healthier children who are better able to cope with school. Some activities, such as exercising and learning about make-up, are geared toward improving parents' self-concept. On the day of the site visit, for example, a woman from the community who had been trained by the University of Illinois was lecturing on good nutrition. Attendance was large and people seemed attentive. Many staff members that were spoken to thought this aspect of the program was very important because students and parents in this district were accustomed to eating a lot of "junk" foods and fast food restaurant meals, and many children were coming to school hyperactive.

As in a normal school day, the parents' day is broken by lunch. Some parents go home for lunch; others eat at school. Most classrooms are equipped with a coffee pot. One room had a toaster oven for warming foods, another had a stove and refrigerator unit.

In the afternoon, the parents learn crafts such as macrame, quilting, rug making or sewing. For many parents, crafts that can be done at home provide a way of supplementing limited incomes. During the year many Parent Plus classes also have a bazaar or crafts sale to earn money to buy something for the school or to buy equipment for the Parent Plus classrooms. One Parent Plus class raised money to buy two sewing machines, another was raising money to pay for the graduating 8th grade luncheon.

Field trips are considered an important aspect of the program. Some of the field trips were for parents only; others include parents and their children. Many inner-city parents are unaware of the myriad of opportunities open to them and their children at little or no cost. By taking the parents apple picking, or to museums, public libraries, or the court house, it is hoped that parents will later return with their children.

Since January, Federal funds for field trips have been eliminated. However, many staff members are compensating by arranging car pools, or raising money to pay for buses. In one case, a teacher plans to make several trips to a field site transporting all those who wish to go.

For one hour each week parents are expected to work with their children at home. After completing an assignment, usually one page in length, pupils mailed it to the vendor in Baltimore who corrected it and mailed it back to the pupils. Parents then showed the corrected assignments to the Parent Plus teachers who also examined the pupils' work.

The assignment on word recognition at the primary level gives the following directions to parents: "Discuss each picture and say the word below the picture to your child. Ask your child to choose the same word among the three other words and draw a circle around it." (From the list of words, hat, bat and hate, for example, the child was expected to circle hat.)

At the end of the year, pupils who have completed all thirty assignments receive a certificate and an award at an awards assembly.

Procedures and Materials

Participants receive two-part packets: one for the child, the other for the parent. These materials are used for the parent-child homework activity. As worksheets are completed, they are mailed to Baltimore. Each packet contains 10 lessons, and three sequential packets are distributed each year. Packets contain the following items.

Pupil's Packet:

- Worksheets that provide learning activities in a specific skill
- Tests correlated to the worksheets (10)
- Work pad for practice sessions
- Presharpened pencil with an eraser
- Schedule of awards (an incentive for careful work)
- Short stories that follow each lesson

Parents' Packet:

- Letter of agreement (an agreement between parent and child to devote one hour each week for 10 weeks)
- Directions with each packet (simple but complete instructions for each at-home lesson)
- Weekly scorecard to be posted in the home as a constant reminder of work completed
- Schedule of awards
- Additional learning activities in reading or mathematics for the pupil who is having difficulty
- Parent's Handbook (a listing of terms with definitions)

To reduce program costs, the Parent Plus staff has decided to develop and correct all their own materials next year instead of purchasing them.

Some staff members feel that they will be able to develop more appropriate materials for their individual students. However, the district coordinator recommends that for any system adopting this program it is important to use prepared materials the first year.

FACILITIES REQUIRED

Schools selecting Parent Plus need to provide a classroom with sufficient space to accomodate 12 parents, a teacher, and possibly one aide. Minimal furniture requirements include tables, chairs, and storage space for books, worksheets and crafts.

PERSONNEL AND TRAINING REQUIRED

Personnel. The following personnel are involved in the Parent Plus Program. The principal's support is also important.

Title	Main Duties
Administrator of Title I Instruction (Central Level)	Is responsible for most of the administrative aspects of the program including budget, finance, amendments to the proposal, technical responsibilities to Title I.
District XIII Superintendent	Is a line administrator, responsible for all programs in District XIII.
District Coordinator	Is responsible for the implementation of the program following Title I guidelines. Monitors program. Coordinates all in-service training (formal and informal).
Parent Plus Teachers	Administer instruction, classroom management, organization. Plan all instructional activities for each school day. Identify resources for program. Invite people from the community to come into the classroom to share skills. Arrange field trips. Develop materials that will meet individual learning styles of parents. Coordinate parent's program with child's regular school program.
Teacher Aides	Reinforce particular skills with parents. Follow up with youngsters who are not keeping up with assignments and are falling behind. Mimeographs materials.

In each school participating in the program the principal selects a Parent Plus teacher who is knowledgeable in reading, mathematics, and child development. In addition, the teacher should be able to work well with adults. In some schools a teacher aide is also hired.

Training. In Chicago, five in-service meetings were scheduled for the

Parent Plus Program: two were held at the beginning of the school year, and the remaining three were held during the school year. In-service training sessions were planned and coordinated by Title I district coordinators. During the first year a vendor trained teachers in the use of their program materials at the first in-service meeting. Title I guidelines were also discussed.

COSTS

In FY '81 the Parent Plus Program was operating in seven schools at a cost of $276,478. The major expense was teacher salaries. The cost of the program per school ranged from $33,718 to $46,047.

Two options were available. Option #1 is staffed by a teacher and teacher aide. Option #2 is staffed by a teacher only. Funding comes from Title I.

FY 1981

Option No.	No. of Teachers	No. of Aides	No. of Parents	Unit Cost
1	1	1	60	$46,047
2	1	0	30	$33,718

ORGANIZATIONAL SUPPORTS

Parent Plus is supported at the central level by the Administrator of Title I Instruction, and at the district level by the District XIII Superintendent and Title I Coordinator. The program is supported by Title I legislation. Within each school Parent Plus teachers work with adults. Principals must be amenable to having parents in school on a daily basis. Classroom teachers also need to be receptive to parent visits. (Parents are encouraged to meet with the child's teacher regularly.) Most principals in Chicago have found that, as a result of Parent Plus, parents' attitudes toward the schools have become more positive.

Several activities in this program involve the community. Program staff utilize resources in the city for field trips. Parent groups have gone to museums, the local library, police station, legal services agency, and a court room. Members of the community have been invited to speak to Parent Plus classes. One member of the local community was trained at the University of Chicago to give nutrition lessons and demonstrate cooking in her home. Many parents have several children, and are often dependent on other family members or neighbors to assist with child care.

FINDINGS TO DATE

Since Parent Plus is funded by an ESEA Title I grant requiring yearly evaluation, the program has been appraised each of the past two years. In keeping with Title I regulations, the evaluation is limited to one percent of the total budget. The final evaluation report for the last year has not yet been approved by the Chicago School Committee. The first year report was also unavailable.

Last year, the Parent Plus Program directly involved approximately

540 parents and their children in nine schools. This year approximately 420 parents and their children are participating in seven schools. Children selected for the program must be achieving at a minimum of two years below grade level, and are in kindergarten through eighth grade.

Since most parents have several children, the student impact is probably larger than the parent figures indicate. The program is mainly concentrated in Chicago's District XIII where the ethnic population is 100 percent black, and the majority of families live on very low incomes. Many of the mothers in the program receive Aid to Families with Dependent Children.

The program tries to improve the communication skills of both parents and children by providing activities which increase vocabulary and strengthen the abilities to describe items and speak in sentences. The activity is also intended to strengthen the relationships between parent and child by providing the parent with skills necessary to work more effectively with the child in learning activities.

The research and evaluation director reported that participating parents responded favorably to the Parent Plus Program in a questionnaire sent out to parents during FY '79. Neither the questionnaire nor the results were available.

The research and evaluation director also reported that all children in the Parent Plus Program made academic gains during the past two years. However, he cautioned that it is impossible to attribute all of the academic success to Parent Plus, since all of the children are also participating in another Title I program. Because parents volunteer for this program, the self-selection factor must also be considered.

During the first year of program operation, all students made slight gains in standardized test reading and math scores. Last year students exceeded by one month the Title I goal of increasing reading scores by seven months during the year; Parent Plus students averaged an 8.4 month improvement in reading scores as measured by the Comprehensive Test of Basic Skills (CTBS).

Similarly, the Title I goal is to increase math scores by seven months; Parent Plus students averaged a 7.9 month gain. These results are not entirely accurate as the research and evaluation department did not receive test results from all the schools.

As stated above, it is difficult to isolate Parent Plus from other Title I programs. In addition, students are attending a regular school program.

ONGOING RESEARCH AND EVALUATION

Currently the Title I coordinator is developing descriptive information about the program and its activities, and documenting existing equipment in each school. He is concerned about parent attendance, and wants to get more accurate figures. The research and evaluation staff suspects that many parents are not attending school on a regular basis.

During the remainder of the year the Title I coordinator plans to do the following:

- Describe what is going on in the program, its activities and existing equipment;
- Get a more accurate count of parents who are participating;
- Find out how much time is actually spent by parents reviewing instructional packets; and
- Try to assess how much time is spent improving parents' attitudes.

SUPPORTS AND BARRIERS TO PROGRAM IMPLEMENTATION AND PERMANENCE

During the first year, many parents were reluctant to participate. Although the program was designed to attract sixty parents and their children per school, many schools were able to engage an average of only twenty-eight to thirty-five participants. After the first year, the program has gained support. Within participating schools there is a full quota of sixty parents and their children. However, schools choosing the program have been located mainly in District XIII where it originated. This year seven schools are involved, last year there were nine.

Teaching parents with a wide range of abilities and diverse educational backgrounds has been a challenge. Similarly, finding a multiplicity of materials to meet the needs of parents has been difficult.

The program demands a large time commitment from its participants. It is difficult for parents with several young children to give up one day a week to come to school. Many parents need to overcome negative attitudes before they are ready to participate, since their own schooling was a bad experience. Locating the program in neighborhood schools eliminates transportation difficulties. Many of the participants do not have cars.

Parent Plus is a supportive services program. Principals can allocate only 30 percent of their Title I budget to supportive services, and can choose from among eight supportive programs.

In order to operate effectively, the program needs administrative support within each school. Administrators and staff members must feel comfortable having parents in their school on a daily basis. According to staff, teacher selection is extremely important. Teachers must be able to work effectively with adults and be sensitive to their life styles. There needs to be cooperation and communication between the Title I, the Parent Plus and the regular education teachers.

The major barrier to the program's permanence may be insufficient funding. The opportunity to choose this supplementary program is partially based on the availability of funds left after budgeting for basic Title I programs. During the past years, less money has been available for support programs such as Parent Plus.

The availability of funding affects not only decisions about adopting this program, but also spending on existing programs. In January, for instance, Federal legislation eliminated money for field trips, which are considered a successful program component. Next year, to reduce program costs, the board of education plans to discontinue purchasing commercial instructional materials.

A new type of support planned for next year, however, is having participating children work with the Parent Plus teachers in the afternoon. As the parents usually work on crafts in the afternoon, the Parent Plus teacher will have time to teach reading skills to the children. This contact will provide the Parent Plus teacher with direct knowledge of the children's learning styles and abilities.

Probably the biggest supporters of the program are the parents themselves who show their commitment by participating in the program. According to staff, the program has increased parents' self-confidence, and given many a positive self-image. Since starting the program, some parents have obtained jobs, some are on PTA advisory councils, some have passed their GED's and received their high school diploma. Many parents are better informed in such areas as nutrition, physical and academic development.

TRANSFERABILITY

In Chicago, the Parent Plus Program is aimed at low-income, poorly educated adults. The program may be transferable to systems with similar populations. The program has been described in Reading: Top Priority, a manual describing ESEA Title I programs. Teacher training includes familiarizing teachers with Title I regulations. In addition to teaching math and reading, Parent Plus teachers have to be able to work well with adults. A regular school classroom is the suggested physical space. For a further description of materials, training, and physical setting, please refer to earlier pages.

According to the administrator of Title I instruction, this program has been adopted in Dade County, Florida. For the name and address of the person to contact for more information, please refer to the profile in Section Four.

PARENTS IN TOUCH: INDIANAPOLIS, INDIANA

Site Visit Conducted By: Vazquez-Nuttall Associates, Inc.,
Newton, Massachusetts

PROGRAM DEFINITION

Parents in Touch is a school system initiated program designed to increase dialogue between parents and teachers for the purpose of improving student achievement.

RATIONALE

The need for greater parental involvement within the Indianapolis Public Schools (IPS) was demonstrated by a public opinion study conducted by Ned S. Hubbel and Associates in an Instructional Needs Assessment, administered to IPS teachers in March of 1977. The results of this study indicated the strong desire of teachers to increase parents' involvement in education.

As a result of these surveys, Mr. William Douglas, Assistant to the Superintendent for Supplementary and Auxiliary Services, began looking for a program to involve parents system-wide. During the 1978-79 school year, he attended a workshop in Houston where the "Fail-Safe" program was described. He was impressed by the positive effects claimed for the Fail-Safe program, which included: increased attendance, improved achievement, reduction of discipline problems, and improved public image of the school system as a whole.

Douglas structured the Parents in Touch program based upon a similar method employed in the Fail-Safe model. Parents in Touch has successfully implemented and expanded upon the basic concepts found in the Fail-Safe program, and continues to develop new and innovative methods which address the original concerns found in the studies of 1975 and 1977.

FOCUS

Parents in Touch is an Indianapolis Public Schools program designed to foster: (i) increased parent effectiveness in developing academic achievement and good study habits at home; (ii) direct parental involvement in the learning process; and (iii) public awareness of the role of the parent in the education of the child.

The system-wide program attempts to open up lines of communication between home and school, with the desired results of increased home-school interaction, improved student attendance, and student achievement test scores demonstrating positive gains.

The central feature of the program is a day of parent-teacher conferences held in the fall of each school year. Prior to the conferences, teachers and coordinators receive in-service training on conferencing skills and procedures. An extensive media campaign, with the assistance of the Parents in Touch Community Advisory Council, builds community support for the idea of increased parental involvement in education. During the conferences, children's progress is discussed and parents are given materials to work on with their children at home. An additional component was added in the 1980-81 school year. This further strengthens home-school interaction by making available to students and parents a group of qualified teachers who answer telephone calls from students who are having problems with their homework.

OBJECTIVES

The Parents in Touch program annually addresses the following major goals:

- to open up lines of communication between parents and the school;
- to improve student behavior, attendance, and achievement through parental involvement with teachers;
- to increase parent and community involvement; and
- to put 'Parents in Touch' with the school.

Five specific objectives were developed for the program, providing the conceptual framework. These objectives are:

- to increase the awareness of the community in regard to the importance of shared responsibilities of parents and the school for development of the educational progress of the child;
- to design and develop a dissemination system for communicating with parents about selected aspects of a child's progress in the area of academic development and social adjustment at school;
- to devise a means of communication between the community at large and the school system by bringing in community representatives to share ideas concerning parent-community involvement in local education;
- to create opportunities for direct parent-teacher communication with respect to the academic progress of the child; and
- to design, develop and disseminate teaching strategies for parents to use in dealing with situations directly related to a child's achievement.

PROGRAM IMPLEMENTATION

Thus far, the Indianapolis school system has spent about two years implementing the Parents in Touch program; no doubt further changes and refinements will take place in the future. Although some components overlap both in time and substance, the following areas are isolated and presented to give the reader a sense of how the program has unfolded.

Public Awareness

Prior to Parents in Touch, the image of the public education system in Indianapolis was largely negative, as projected by the Indianapolis media. News commentators and reports continually pointed out problems such as poor attendance and high drop-out rates, but said little that was positive. Recognizing that the Parents in Touch program was a vehicle tailor-made to promote positive elements of public education, public awareness through the use of the various media in the city has been an important ingredient.

An extensive media campaign took place prior to the day set aside for parent-teacher conferences. Television commercials stressing the importance of parental involvement and urging parents to attend conferences, as well as appearances on local radio and television talk shows, were the foundation of the public awareness efforts. In addition, brochures and pamphlets were distributed at local events and establishments, including a back-to-school parade, Black Expo, a hobby show, etc.

Each school developed plans for encouraging parent participation. Plans included having a book fair with educational materials, a special service display with staff on hand to explain services, bulletin board displays, school poster contests, and receptions hosted by the parent-teacher organization. Principals promoted Parents in Touch by writing letters and speaking at PTA's as well as welcoming parents on conference day. Many spent time telephoning parents, inviting them to attend the conference day.

Staff Training

In late summer, one Parents in Touch teacher coordinator from each school attended a one-day training session on conferencing. A staff person from the Institute of Parent Involvement lectured on parent expectations. Additional topics included conference arrangements, scheduling, the agenda, and materials. At the beginning of the school year, a half-day communication skills workshop was given to all elementary teachers as part of their in-service training. The building coordinators led these sessions in their individual schools.

Dissemination

To carry out the objective of "communicating to parents, selected aspects of a child's progress," folders were prepared which included samples of the student's work. During conferences, teachers discussed student progress with parents including test scores, grades, and homework expectations. Student materials were given to parents.

Community Involvement

To assist in the planning and implementation of the program, a community advisory council was formed. Membership included representatives from a cross section of the community including business, politics, community organizations, and education. A complete list of advisory council members is printed in the Parents in Touch manual.

Members on the advisory council, meeting bi-monthly, contributed to the design, implementation, and evaluation phases of the program. The advisory council was divided into the following sub-committees: Community Organizations; Speakers Bureau; Business/Publicity; Public Relations/Radio/TV.

To stimulate attendance at the conferences, the Indianapolis Power and Light Company offered $25 worth of energy-related materials to classrooms having the largest percentage of parental attendance.

Educational Conferencing

Teachers in grades one through six held the first teachers' conferences in November, 1979. Letters and phone calls invited all parents of elementary students to attend. On the day of the conferences substitute teachers were hired to teach classes while classroom teachers met with parents. All available administrative staff including the superintendent, assistant superintendent, and Parents in Touch staff also substituted for the day. Although holding conferences was voluntary, very few elementary teachers elected not to participate.

Conferences were scheduled at fifteen to twenty minute intervals. Parent and teacher expectations for each child were shared, the child's progress was discussed, and teachers suggested ways of helping the child at home (in part by providing materials for the parent and child to work on together).

Procedures and Materials

Although many of the original procedures are still in effect, several improvements were made in the conferencing schedule the second year of the program. Students were released for the day which provided classroom space for holding private conferences. Conferences were held on report card day, which provided an added incentive for parents to come to school. Many parents were pleased to have the report card explained. The hours were changed to 1:00 to 8:00 P.M., which enabled working parents to attend. More at-home materials were given to parents; that is, full calendars of activities rather than monthly activity calendar pages were given. An advertising agency was hired to further promote the Parents in Touch program.

Dial-A-Teacher is a new component added to the Parents in Touch program this year. On Monday through Thursday, from 5:00 to 8:00 P.M., four classroom teachers and one curriculum supervisor assist students in grades one through twelve with homework. Three phone lines are continually busy with math being the most frequently requested subject area. A library of Indianapolis Public Schools text books is accessible to the Dial-A-Teacher staff. In its first year of operation, Dial-A-Teacher received more than 8,794 calls. Media attention brought an estimated $30,000 worth of free publicity.

A Parents in Touch manual with guidelines for conducting an effective conference has been developed for the professional staff. Topics to be covered and administrative responsibilities are clearly outlined. Suggested forms to be filled out by principals, teachers, and parents are also included.

A Calendar of Activities and a Getting Started activity book have been developed for students in each grade from kindergarten through grade six. These materials are given to parents at the parent-teacher conferences.

On the calendars, developed cooperatively by seven elementary teachers, daily learning activities are suggested to supplement skills learned in the classroom. (A sequencing activity on the second grade calendar, for example, says: "Cut (or tear) the pictures of Sunday's comic strip apart. Mix them on the table. Then have your child arrange them in order.") In addition to the daily activities, word lists, vowel sounds, and math facts appropriate to the child's grade level are included in the back of the calendar.

The activity book, which Parents in Touch purchases ready-made, provides similar projects for children to work on at home.*

Parents are asked to set aside from fifteen to thirty minutes daily to assist the child. In an introductory letter to parents, school superintendent Dr. Karl Kalp writes, "We hope that each of you will use these materials every day with your child. Providing quality education is a team effort and we need all parents and guardians to join with us in our efforts to help every child reach his or her maximum potential."

Parents in Touch brochures and pamphlets announcing the conferences have been developed. Pamphlets promoting Dial-A-Teacher have been printed. Large billboard posters and small posters advertising the conferences are available. A video cassette has been produced which includes sample TV commercials, a portion of a TV show on conferences, and an example of conferencing skills used in training. Video tapes of conferencing skills have also been developed for use in teacher training sessions.

FACILITIES REQUIRED

Facilities needed for the Parents in Touch program are minimal. Parent-teacher conferences are held in classrooms. The Parents in Touch staff members require office space. In Indianapolis the three staff members have offices in a school administration building. The Dial-A-Teacher center requires a small room or a section of a larger room. Phones are placed on small built-in desks. Bookshelves with textbooks line one wall with other resource materials available.

PERSONNEL AND TRAINING REQUIRED

Personnel

The Parents in Touch program includes the following personnel. The support of principals is also necessary for the smooth running of the program.

TITLE	MAIN DUTIES
Program Coordinator	Coordinates the total program.
One Teacher Coordinator and one Parent Coordinator (Administrative level)	Plan in-service training sessions. Communicate with teachers during program and throughout year. Do public relations work, assist in the dissemination of materials and information.
Building Coordinators (School level)	Set up and coordinate conference schedules in each building.

(continued)

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* Materials are purchased from the Parent Involvement Institute, P. O. Box 2377, Springfield, Illinois 72705.

TITLE	MAIN DUTIES
Teachers in grades K-8, 9th grade counselors and other building staff	Hold conferences.
Ten Dial-A-Teachers	Assist students with homework over the phone.

Staff Training

Staff training took place in late summer and was described above. Training sessions were coordinated by the Parents in Touch staff and led by a staff member from the Institute for Parent Involvement. In the first year, building coordinators received one-day training sessions; in the second year, coordinators went to half-day sessions. Two video tapes comparing effective and ineffective conferencing have been developed for training sessions.

COST INFORMATION

Major items of expense include the salaries of two full-time and one part-time staff, the services of an advertising consultant, a stipend for teachers participating in a training workshop, the salaries of teachers who work as Dial-A-Teachers, the printing of materials and the production of video tapes.

Program funding comes from several sources -- the school district's general fund, $30,000; Title I, $150,000; and the first portion of a two-year grant from The Lilly Endowment, $33,000. The Dial-A-Teacher Program, added this year, is funded by a Title IV-C grant for $30,000. Because the program has been getting positive results, the school board has continued to recommend financial support.

ORGANIZATIONAL SUPPORTS

The superintendent gives strong support to this program as evidenced by his willingness to be a substitute teacher for a day. The assignment of the assistant superintendent and several staff members to work in this program indicates a high level of commitment. Principals submitted a report indicating how they planned to attract parents to their individual schools. Teachers were assisted by a central staff who developed and distributed materials, provided training, and promoted the program in the community. Although participation in conferences was voluntary, 97 percent of the teaching staff held conferences during the first year.

The program is backed by the Indianapolis Board of School Commissioners and the Indianapolis Education Association. It has received broad-based support from parents, the news media, businesses, social and government agencies, and churches. A Community Advisory Council composed of a diverse membership is active. The advertising campaign received support from several sources: an advertising firm donated billboard space, banks distributed flyers; churches loaned their vans and newspapers, radio and TV stations provided free publicity. As a result of the Parents in Touch program, many parents have become more involved in school activities.

FINDINGS TO DATE

Parents in Touch attempts to reach all parents of students in kindergarten through grade nine. Of approximately 26,000 parents who were invited to participate in parent-teacher conferences in November 1979, fifty-two percent attended. In October 1980, parent participation increased to 70 percent. (Comprehensive evaluations are currently being compiled on Parents in Touch and Dial-A-Teacher for 1980-81.) However, a statement of program impact was made by Parents in Touch staff midway through its first year of operation. The overall program goals are used as a format to examine the impact.

The first goal was to foster public awareness of the role of the parent in the education of the child. When one considers the individuals reached through speaking engagements, 200,000 flyers and handbills distributed, the 15,000 parents who attended parent conferences, the contributions of the community advisory board, and many other activities of the program, one must conclude that the Indianapolis area has had increased awareness of the role of the parent in the education of the child.

The second goal was to foster direct parental involvement in the learning process. Almost 15,000 parents attended parent conferences, the survey results show 99 percent of parents felt the conferences were beneficial and 98 percent desired future conferences. These facts clearly show more direct involvement of parents. The materials provided to parents for home use should facilitate more activity at home. Over 65,000 activity books plus other materials are now in homes.

The third goal to foster increased parent effectiveness in developing academic and good study habits at home is difficult to assess at this point. The trigger program follow-up efforts within 25 schools will provide information on this area.

One would like to be able to speak about what effect Parents in Touch has had on achievement and attendance at this point. However, achievement data and attendance data are not available at this time. Nevertheless, the program has shown an increase in parent involvement. Questionnaire surveys, personal interviews, and other collectible data will be used in validating the actual effectiveness.

ONGOING RESEARCH AND EVALUATION

In the second year the conferences were evaluated using instruments similar to those used in the first year. Results indicate an 18 percent increase in parent participation over the first year.

SUPPORTS AND BARRIERS TO PROGRAM IMPLEMENTATION AND PERMANENCE

It was recognized very early in the development stages of Parents in Touch that the endorsement and involvement of the teacher organization was paramount to success. Testimony to the fact became very real when a five-week teacher strike occurred in the fall of 1979, the first year for Parents in Touch. The strike forced a change in dates for Parents in Touch Day, and nearly resulted in the cancellation of the first conferences. However, because the teacher organization believed so strongly in the merits of the program, the decision was reached to hold the conferences in November, when students had returned to school a few weeks after the strike was settled.

Space was also a problem during these first conferences. With all classes in session, teachers had difficulty finding a private space to meet with parents.

Initially, some teachers and principals were apprehensive about the program and were reluctant to get involved. However, most teachers felt more positive after holding their first conferences. Teachers appreciated the support given them by the Parents in Touch staff. The program was carefully planned and teachers felt prepared.

According to the staff, some parents felt intimidated about coming to school. One principal saw his role in the following way: "To assure and reassure those parents who have doubts about their being welcome in school by writing letters and talking at PTA's. I try to convey that they are welcome in school so they will come." Teachers also had to learn to be sensitive to parents and make them feel welcome in the school.

Transportation was a problem for some parents. This problem was partially overcome with the use of church vans that were offered for the day.

On the whole, the program was warmly supported by the majority of administrators, teachers, parents and the community at large.

Parents in Touch is growing due to its first year success. The 1980-81 school year enjoyed an 18 percent increase in the number of parents conferencing over the first year, 1979-80. Staff reports that the program has had a positive effect on school climate and has enhanced the image of the Indianapolis Public Schools. The public relations campaign has been successful in stimulating interest in public education.

Conferences enable teachers and parents to privately discuss the child's educational program. As a result of conferences, parents have a better understanding of homework expectations. Several staff members felt that after conferences, parents felt more free to come to school, and that both teacher and student attendance improved after the conferences. One principal was amazed that on the day after the conferences, he had 100 percent teacher attendance which was unusual in his school.

The program is expanding. During the 1979-80 school year, Parents in Touch began in grades one through six. In the 1980-81 school year, kindergarten and grades seven, eight and nine were added. At the seventh and eighth grade levels, all teachers, including special area teachers, were scheduled for conferences. At the ninth grade level counselors met with parents. Plans for holding conferences at the high school level are underway. Parent workshops are being offered and the program coordinator plans to do more in this area.

When strategic implementation is adhered to, the Parents in Touch program can be of numerous benefits to large city school systems. In the Indianapolis Public Schools, where the Parents in Touch program has operated successfully for two complete school years, it has not only become a strong link between the school and the home, but has also enhanced the overall community image of the school system. Because the primary thrust of the program is the parent-teacher conference at the beginning of the school year, the program lends itself well to broad-based involvement, i.e., parents, teachers, students and community.

Experience with the Parents in Touch program has begun to open new doors and carve out new roads for even greater involvement between the school, the home, and the community. The addition of the homework hotline -- Dial-A-Teacher -- became the first such innovation. The feasibility of expanded and more detailed programs for parents is currently being studied in terms of additional components for the Parents in Touch program.

TRANSFERABILITY

As the Parents in Touch program was adapted from the Houston Fail-Safe program, it should be transferable again to other systems. Conferencing procedures have been outlined in the Parents in Touch manual, student materials have been developed, and commercials have been taped. Further descriptions of materials, facilities, staff, training, and financial costs are presented above. The Parent Involvement Institute, P. O. Box 2377, Springfield, Illinois 72705, provides support, assists with training and provides materials to new programs for a fee.

Mr. William Douglas, Assistant to the Superintendent for Federal Programs, and also the initiator of the Parents in Touch program in the Indianapolis Public Schools, has consulted with many interested school systems around the country which have expressed a desire to have similar programs in their public school systems.

For the name and address of the person to contact for more information about the Parents in Touch program, please refer to the profile in Section Four.

HOME STUDY PROGRAM: NEW ORLEANS, LOUISIANA

Site Visit Conducted By: Vazquez-Nuttall Associates, Inc.,
Newton, Massachusetts

PROGRAM DEFINITION

The Home Study Program, which is an integrated component of a system-wide Secondary Curriculum Improvement Program, is designed to involve the home in helping students to meet minimum state requirements in math, reading, and language arts.

RATIONALE

With a growing percentage of minority students in the New Orleans public schools (87 percent in 1980-81), the maintenance of integration and the provision of an effective instructional program became increasingly difficult. During the transition from a racially segregated system, school administrators, staff and parents expressed concern about student deficiencies in basic skills. Many middle-class black and white students transferred to private and parochial schools, leaving an overwhelmingly poor and minority system lacking community support.

In 1977, a basic skills task force, made up of local administrators, teachers, parents and students met to identify system-wide goals and to develop components of the Secondary Curriculum Improvement Program (SCIP). In addition, outside assistance was acquired from two national educational organizations, Westinghouse Learning Corporation and Innovative Sciences, Inc. The cooperative venture produced two curriculum documents:

- The Skills Continue: this documents the reading, language arts and math skills which are to be taught in the New Orleans secondary schools.
- The Minimum Competencies: this states the measurable basic skills which all secondary students are expected to master during their educational careers.

Using these two documents as a foundation, the school system moved on to the actual development and implementation of the SCIP program which the architects believed would help turn the tide of low academic achievement scores, especially at the critical seventh and twelfth grades, and arm the students with the skills, knowledge and thought processes necessary to do well in the state-mandated minimum competency tests.

As a philosophical guide for the effort, Dr. Benjamin Bloom's mastery learning approach was adopted. This approach contends that "most students can attain a high level of learning capacity if instruction is approached sensitively and systematically, if students are helped when and where they have learning difficulties, if they are given sufficient time to achieve mastery, and if there is some clear criterion of what constitutes mastery."*

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* Benjamin S. Bloom, Human Characteristics and School Learning, The University of Chicago, McGraw Hill Book Company, pp. 4 - 5.

Faced with the critical situation which school integration had precipitated and the impending state requirement that promotion at the fourth, eighth and eleventh grades be based on mastery of the basic skills, the school system recognized the need to involve parents in meeting the new challenges. Parents or their representative organizations had long been concerned about education and were deeply involved in the background work which led to the implementation of SCIP; hence, the natural flow of events led to the development of the Home Study component: a program segment in which parents signed an agreement to help their children at home. Programmatically, the Home Study Program is viewed mostly as a parent/student partnership, thus placing the major stress on the home and the parent-child relationship, rather than on the school and its relationship to the home and family.

FOCUS

The Secondary Curriculum Improvement Program operates in forty-five New Orleans secondary schools. It is designed to supplement instruction at the secondary level. A self-paced program, SCIP helps students meet minimum competency requirements in reading, language arts and mathematics.

A major component of SCIP is the Home Study Program. Individualized home study lessons correlate with basic skills instruction in reading, language arts and math. Students are tested weekly and the computerized results are sent home. Parents are expected to assist their children with the recommended home study lessons. To inform parents of their role in the program, a series of four parent workshops are held during the year. The program is locally funded with supplemental Federal support in 1980-81.

Some of the salient dimensions of the program are as follows:

- serves middle schools, junior and senior high schools;
- serves approximately 40,500 students;
- is operational in grades 7 - 12;
- is taught by approximately 2,000 teachers; and
- functions at 45 school sites.

OBJECTIVES

Within the overall SCIP objectives, the Home Study Program has developed and pursues a subset of objectives of its own. These objectives are:

- to give parents access to their child's progress in the study of specific basic skills by means of a periodic parent report;
- to provide lessons geared specifically to correct student deficiencies in basic skills which have not been mastered so that parents can help their children at home;
- to train parents in how to facilitate their children's learning of the home study lessons;
- to provide feedback on lessons which have been completed so that parent and child know what they have done wrong and how to correct any errors.

The overall goal being sought is to significantly increase the amount of learning time, and time on task afforded the student by having the parent serve as an adult educational facilitator in the home.

PROGRAM IMPLEMENTATION

Building on the work of the basic skills task force and other committees, in the fall of 1978 the Secondary Curriculum Improvement Program was initiated as a pilot project in three public schools and one parochial school in Orleans parish. As a part of the overall effort, the Home Study thrust was also launched. Although it took several years for the program to unfold, the goals, strategies and procedures for involving the teachers, parents and students were formulated at the outset and published in a brochure entitled "Homework Does Make A Difference" (Standard Data and Documentation [SDD#1]*).

The goals and strategies having been defined and published, the next step in implementation was the development and promulgation of the minimum basic skills requirements. The basic skills list, 147 skills for Reading and Language Arts and 266 skills for Mathematics (SDD#4), were generated by a committee of specialists within the school system. By the time school opened in the fall of 1978, the skills lists had been developed, approved and put into place.

As the program unfolded, the students in the four pilot schools were tested periodically to determine their progress in achieving the basic skills objectives which had been taught. Since the involvement of parents is a key element in the program, it was necessary to have some mechanism to systematically report to parents the outcomes of the basic skills testing operation. To do this a computerized Parent Report Form (SDD#2 & #3) was created. The form reports to the parents the progress their children have made toward the mastery of the basic skills objectives. Those skills which have not been mastered are listed and recommendations for additional work are offered. Reports to parents now go out once a week.

In order to help parents and students understand the results of the basic skills test results and to be able to take remedial steps, the school system produced a series of home study lessons (SDD #6-12). The students, with parental assistance, have one full week to complete the lessons and return them to the school for review and correction. Having had the benefit of additional exposure to the work at home, the student is again tested on the skills by the teacher. If mastery is demonstrated, the student is ready to advance to the next block of work. If not, more remedial work is given.

The home study lessons were developed by a group of reading, language arts and math teachers with the cooperation of a number of parents. Before printing and dissemination, the lessons were reviewed by a smaller group of subject area teachers under the supervision of the Home Study Coordinator with technical assistance from the supervisors of the Language Arts and Mathematics Departments.

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* The Standard Data and Document (SDD) series published by the New Orleans School District.

The management, supervision and administration of the Home Study Program is provided by the Home Study Program Coordinator. The coordinator prepares and sends home the letters of agreement: parents are asked to sign a contract to help their children at home. The coordinator also sends home the Parent Report Forms and the home study lessons, and corrects the returned work. If the student does not complete the work on time, the coordinator, or, later, the home liaison person, follows up the matter. The coordinator's phone number is on the Parent Report Form and either the coordinator or the liaison person is available for assistance with any problems.

As a final support to the implementation strategy, workshops have been held for the parents by the Home Study staff. At these workshops, program objectives, methodologies for parents to assist their children and program evaluation have been covered.

The program has now been fully implemented in all 46 secondary schools (middle schools, junior and senior highs) in Orleans parish. Furthermore, a comprehensive assessment design (SDD #5) had been developed and put into place.

During the 1980-81 school year, the school system received a $50,000 grant from the U.S. Department of Education. This allowed the administration to further consolidate and expand the program's functions and to add four part-time home-school liaison persons.

PROCEDURES AND MATERIALS

Objectives in the areas of reading, language arts and math have been written in both educational language for teachers and lay language for parents. In addition, self-instructional home study lessons have been written to correlate with each objective. Each lesson contains the objective at the top of the page followed by exercises related to that objective. Most lessons contain a short instructional section with examples.

To check student progress in the mastery of basic skills, students are tested weekly. A computerized information system has been developed to score, analyze and print out test results. Each week parents receive a computerized report form listing skills their children have mastered and those skills they have not mastered. Home study lessons correlating with the unmastered skills are recommended.

FACILITIES REQUIRED

Space requirements are minimal. At the central level, facilities include an administrative office for the Home Study Coordinator and a SCIP resource center where teaching materials are housed. At the individual school level, filing cabinets are needed for program materials. The program is implemented in regular classrooms. Parent liaison workers need a desk and working space situated in or near the schools they serve.

PERSONNEL AND TRAINING REQUIRED

Personnel

The administrative personnel and their main duties are as follows.

TITLE	MAIN DUTIES
Home Study Coordinator	Writes home study lessons and objectives. Gives parent workshops. Staff development.
Steering Committee (membership includes representatives from various constituencies -- research and evaluation, curriculum, etc.)	Sets program guidelines.
Principal	Facilitator, stimulates motivation, provides support.
Teachers	Implement program.
Parent liaison (4 part-time)	Acts as a liaison between teachers and parents. Sends out and grades home study lessons. Contacts parents.

Training

In the fall and spring all teachers of English, reading and math attended a one-day workshop where the program and testing procedure were explained. Substitutes were hired to cover classes.

In the summer of 1980, two hundred teachers participated in an intensive one-week workshop led by the Home Study Coordinator. The agenda included an overview of Home Study, Bloom's learning theory, student learning styles, and ways of organizing materials. Additional teacher workshops were offered during the year.

COSTS

Program expenses involve the salary of a Home Study Coordinator, 4 part-time liaison workers and $10,000 for printing of the Home Study materials and some computer services.

Funds for the program were mostly from local sources with some supplemental Federal funds in 1980-81.

ORGANIZATIONAL SUPPORT

The Home Study Program has enjoyed wide support from the parents, school officials, the community and local organizations from its inception down to the present time. Parent organizations such as the PTA, the Title I Parent Advisory Committee and the Parent Volunteer Organization were involved in the initial planning and implementation of the program. School officials from the superintendent down to classroom teachers have been actively involved in the program and have worked for its success. The school board, responding to the superintendent's recommendation, made a commitment to fund the program for five years from the very beginning.

FINDINGS TO DATE

The program is making an impact on some 38,000 seventh to twelfth grade students. Each school does an annual evaluation but the results of the 1980-81 school year were not available at the time of this site visit.

ONGOING RESEARCH AND EVALUATION

An evaluation concentrating on two classes in each of the four pilot schools is being conducted by Mr. Louis Castenel of the State Department of Education. Among the areas being examined are objectives mastered, student attitudes and parent attitudes. In addition, student test scores are being reviewed.

SUPPORTS AND BARRIERS TO PROGRAM IMPLEMENTATION AND PERMANENCE

During the early years of the program, the writing, printing and distribution of massive amounts of materials presented difficult logistical problems and a heavy work load for all involved. Also, in the early stages, there was some dissatisfaction on the part of teachers because of the added paper work. With the unfolding of the program, both of these problems have either been resolved or greatly reduced.

Although the program has a five-year commitment, the new economic and funding realities could cause the overall funding of the program to be reduced. The $50,000 grant from the U.S. Department of Education is not expected to be renewed.

A great deal of the support built up over the past few years among the parents, school administrators and the community can be expected to endure. This support should contribute to the program's permanence even if the size and scope of the program has to be altered in the future.

TRANSFERABILITY

Self-instructional home study lessons have been designed to reinforce basic skills and these can be ordered from the Secondary Curriculum Improvement Program, 4100 Touro, New Orleans, Louisiana 70122. A set of Home Study Lessons cost $200 and the test booklets are priced at $200 a set. The staff requirements include a Home Study Coordinator at the administration level and a SCIP coordinator who carries out administrative functions in each school. Teachers implement the program in their classes. Parent involvement is explained at workshops. The main problem would be that of initiating and operating a program of this sort without stigmatizing or shaming the very people it is designed to help. At the same time, if the program is viewed as an effort to prevent large numbers of students from getting left back, many parents will no doubt find it acceptable.

A school system considering the adoption of this program would need to examine the materials in relation to its own teaching objectives and the specific skills being taught in language arts and mathematics. Only with a close fit could the home study materials be adopted without modification. However, the procedures used in New Orleans to identify specific skills may be utilized by other school systems to generate their own sets of skills for home study. And the types of home study materials, tests and parent feedback could provide a useful model. The organizational arrangements and procedures for implementing the program also deserve close attention by those considering program adoption.

For additional information and the name and address of the sponsor, please refer to the profile in Section Four.

SEMINARS FOR PARENTS IN FAMILY LIVING/SEX EDUCATION: BROOKLYN, NEW YORK

Site Visit Conducted By: Vazquez-Nuttall Associates, Inc.
Newton, Massachusetts

PROGRAM DEFINITION

This program involves a series of seminars designed to enhance the capabilities of parents to manage family living and guide the development of their children in the area of human sexuality.

RATIONALE

The New York State Department of Education wanted to encourage the development of family life education programs, so they contacted localities across the state of New York. This culminated in a meeting of the Department's regional coordinators, some of whom were working with pregnant teenagers. They concluded that the greatest needs of this population were education and knowledge about how to use a variety of different community resources. Based on this information, the State Department of Education invited Mr. Melvin Warren, Assistant Director of Health Education of the New York City Public Schools, to prepare a proposal for a Family Education Program dealing with teenage pregnancy.

The program proposal centered on educating parents about child growth and development with special emphasis on adolescent sexuality. It was felt that aiming the program at parents would avoid the fear and controversy produced when these programs are directed solely at children. Parents would feel more in control of the process and would transmit the information to their children according to their own religious and moral values.

All parents from elementary and junior high schools in seven school districts were invited by letter to attend the seminars. Of the seven districts, Bedford-Stuyvesant, East Harlem and South Bronx were chosen for participation because of their high pregnancy rates. The other four districts, East-Manhattan, Ocean Hill-Brownsville, Queens and Staten Island were included because the program staff had good contacts with school personnel in those districts.

FOCUS

These seminars are designed to involve parents, teachers, students, and community leaders in open, informative and supportive discussions dealing with different issues of human sexuality and family living. A central purpose is to help participants understand the physical, emotional, cultural and social aspects of human growth and development, as well as to communicate their own values about sexuality more clearly and effectively to their children. The hope is that these discussions will lead to more open communication between parents and children which ultimately will help youngsters make informed decisions about their sexual behavior.

OBJECTIVES

The following are the major long and short term goals of this program:

- Orient parents, administrators, and school boards to the scope and importance of family living and sex education, so that there will be ongoing support and commitment to the program in the school and the community.
- Plan and conduct seminars for parents that will help them deal more effectively with their children's sexuality.
- Plan and conduct workshops for school staff that will help them deal more effectively with classroom instruction in family living/sex education.
- Develop a model for a Peer Education Program as an adjunct to the high school Family Living/Sex Education Program.
- Establish closer relationships between parents, teachers and guidance counselors for better, more timely diagnosis and referral of students with problems that might put them at high risk of pregnancy, venereal disease or other sex-related conditions that could damage their lives.
- Organize community resources into an effective referral network for assisting students and parents. Also, link these resources to the school in a programmatic way through parent workshops, teacher training, and in-school special programs.
- Organize local and private agencies and organizations concerned with school health into a community advisory resource.

PROGRAM IMPLEMENTATION

In the spring of 1980, Mr. Warren put together a proposal which was approved by the Central New York City Board of Education and funded by the state. The program as initially designed consisted of offering workshops to the three districts with the highest rates of teenage pregnancy. The guidance and health directors in each district served as key contact persons to introduce the program. They invited parents, teachers, and community people to advisory meetings where content and strategies for introducing the program in their schools were discussed. Two trainers were hired to facilitate advisory committee meetings and conduct the workshops. Mr. Warren coordinated the program. Parent assistants were hired to help organize the meetings and do outreach work.

The major activities of the program have been the following:

- Four two-hour workshops for parents of teenagers, children, and, separately, for teachers in high pregnancy districts to help them deal more effectively with adolescent sexuality and other family living issues.
- Pre-workshop advisory committee meetings with parents, community members, and school staff to jointly determine the content and best strategies for involving parents in the workshops. The committee also decides which facility in the community will be most appropriate for holding the workshops.

- Workshops are based on needs assessments conducted to determine what are the most pressing concerns of parents in the area of adolescent sexuality.
- Use of available community resources in health, family planning, counseling and youth-serving agencies to give workshops and take referrals of sexually active children and their parents.
- Involvement of parent assistants to reach out and establish working ties with parents and community organizations and assist in organizing district seminars.

The parent and teacher workshops, which are at the center of the program, addressed the following topics:

- Parent-child relationships
- Communicating with children
- Dealing with family conflicts
- Psycho-sexual development
- Parents as educators
- Parent-school partnership in sex education
- Family size: choice and planning
- Children with special needs
- Parents helping parents: real problem-solving

Paraprofessional family workers are also trained. These people are already employed by the school district. The training increases their awareness and sensitivity to family life education concerns as they deal with families, and alerts them to community resources families might use.

The site visitor observed a session of one of the parent education seminars. The seminar took place in the library of a junior high school in a Brooklyn school district and focused on peer pressure. About 20 Hispanic, Black, and Anglo parents attended the seminar. It began with a skit of two teenage girls (one played by the workshop facilitator and the other by the parent assistant) who were discussing sex and contraception. One girl represented a conservative, naive, traditional teenager and the other a liberal teenager who is very ignorant of sexual matters. The progressive teenager tried to pressure her naive girlfriend to experiment with sex. She recommends drinking a mixture of Seven-Up and Anacin as a method of birth control.

This skit led to a lively discussion about peer pressure and its different manifestations. Stealing, drug-taking, absenteeism, and dropping out of schools were identified as being caused by adolescents' desire to conform to their friends' standards. The discussion then shifted to the issue of whether only ghetto kids experience peer pressure. Most of the parents felt that all kids regardless of social class get into trouble and that their children had the same chance of doing well in life as any others.

Next, the discussion turned to the role of parents in schools. Why do parents not turn out in greater numbers for school functions? Some parents felt it was because schools always called them in to discuss negative aspects of their children's behavior. Some thought more parents are working and find it impossible to attend school functions. Other parents commented that low-income parents do not have a tradition of visiting schools. Others felt that some parents had given up on schools because they had never been able to change anything in them. This last remark initiated a discussion about how to make demands on teachers. Many of the parents felt that teachers did not have high expectations for ghetto children. The effects of the media and lack of religion were posited as probable explanations for teenagers' increase in sexuality as were parents who do not practice what they preach. One young black mother was credited with the best contribution of the day when she said that a lot of parents talk to their kids but do not really listen to them.

A raffle of the book, Changing Bodies, Changing Lives, ended the session. Parents were reminded that the following week they would receive a certificate attesting to their attendance at the workshops.

Brief interviews with the parents at the end of the workshop revealed that they found the sessions useful and that most of them were parents who were active in school affairs and attended school programs frequently.

Procedures and Materials

The procedures for these workshops have been developed and implemented several times. A set of topics based on surveys of parent needs have been established. Slides, movies, small group discussions and lots of experiential exercises are used during sessions. Advisory committees composed of parent association officers, regular parents, community agency personnel and school staff meet prior to the meetings to decide content of and design strategies for getting the parents to attend the meetings. The workshops are publicized through flyers written in as many languages as are needed. In the Hispanic and Asian communities, the program was conducted in conjunction with Chinese and Hispanic workers. A parent assistant organizes the meetings and does outreach work for them. A door prize is given at the end of each session.

The materials used in this program consist of: Starting A Healthy Family, published by the March of Dimes; Seminars for Parents on Adolescent Sexuality, from the Educational Development Center, Newton, Massachusetts; Our Bodies, Ourselves, from the Boston Women's Collaborative; and, Changing Bodies, Changing Lives, from Random House. Public Affairs Pamphlets such as Schools and Parents - Partners in Sex Education, and others are also used. All of these books and pamphlets are easily obtained in libraries and book stores.

FACILITIES REQUIRED

To implement this program a large or small room, depending on how many parents are expected, equipped with chairs is the major physical facility needed. Audio-visual equipment to show slides and movies is also essential.

PERSONNEL AND TRAINING REQUIRED

Personnel

The following personnel are involved in the Parent Seminars Program:

NUMBER	TITLE	MAIN DUTIES
1	Assistant Director of Health and Physical Education	Coordinates program, hires workshop trainers, makes contact with district, chairs advisory committee meetings, and deals with budget.
2	Trainers	Facilitate advisory committee meetings and conduct workshops. Meet for planning at different times of the year.
4	Parent Assistants	Help organize meetings by getting rooms and refreshments, providing attendance lists, and disseminating materials. Urge parents to come to the meetings.
	District Contact Person	Facilitate entry into the schools and invite people to advisory meetings.

Training

The workshops facilitators (trainers) were hired because they were experts in group processes and sex education. They did not need any training. The two facilitators have been consultants to the New York City Schools for several years and know the climate of the system well.

COSTS

The cost for operating this program in seven districts was $11,999.50. The major expense was the hiring of professional consultants. Parent assistants are also paid, and instruction materials were purchased. Funds come from the New York State Education Department Bureau of Health Education and Service.

ORGANIZATIONAL SUPPORTS

The leadership of this program is provided by Mr. Warren, the Director, and the two workshop consultants. Their smoothness and expertise in interpersonal relations and conducting groups and their knowledge of sex education have contributed to the popularity and good reception of this program. The present societal climate of changing values, greater exposure to sexuality by the media, better contraceptive measures and earlier sexual development have created great need for programs of this nature.

Parent Seminars in Family Living/Sex Education have been approved by the school board and superintendent. Parent leaders and professional staff of the participating districts support it strongly. Parents have been calling their schools asking for the program to be implemented in their districts. Parents who attend the beginning sessions of the workshops invite and bring their friends to subsequent ones.

Parent organizations are a very important part of this program. They are one of the principal components of the advisory committees which are formed to give direction and plan strategies for the program in the respective districts. Many community agencies participate in this program as suppliers of speakers and materials, as sources of referrals, and as providers of services. Among these agencies are: Maternity and Infant Care Family Planning Project; Charles Drew Neighborhood Health Center; Department of Health of the City of New York; Family Dynamics, Inc.; Planned Parenthood; March of Dimes; and Family Planning Association.

FINDINGS TO DATE

The Ancillary Services Evaluation Unit of the New York City Schools has conducted an evaluation of the program. Because of the sensitive nature of the topics discussed, parents were reluctant to sign their names on attendance sheets; therefore no data on attendance rates was collected. Pre- and post-test attitude measures on the same persons were impossible to obtain because of the fluctuating nature of the groups attending the seminars. Thus, the major research strategy followed by the evaluation unit was to administer a twelve-question open-ended evaluation form at the end of each of the parent, teenager, and teacher sessions.

This year the program includes seven school districts containing twenty schools each, or a total of 140 schools. About 500 parents (mostly parents of K-9th grade students) have taken part in the program this year. It seems to appeal particularly to parents of pre-teenagers who are anticipating their childrens' needs. Assuming that each parent has an average of two children, one can assume that about 1,000 children were affected by this program.

The major thrust of this program is to make parents and teachers aware of adolescent and family life problems especially around the issue of sexuality. Last year fifty percent of the parent respondents felt that the seminars offered them a chance to share their views and personal feelings. Of the teacher respondents, fifty percent noted that the single most useful part of the series was the seminar on teaching techniques.

According to the evaluators, more than half the respondents felt that the group was able to establish mutually helpful contacts and relationships that could continue after the seminars had ended. A great deal of networking began among community agencies, staff, and parents.

Because of the limited funds allocated to the evaluation of this program, and its newness, and the difficulties of research under these circumstances, there is no strong evidence on program effectiveness. The data obtained so far has been of a formulative evaluation nature. Pre- and post-tests and comparisons with control groups have not been tried.

ONGOING RESEARCH AND EVALUATION

This year an evaluation using the same design and measures used last year is being conducted by the same evaluators. The samples obtained are larger and only teachers and parents have been included. The final report had not been completed at the time of the site visit.

SUPPORTS AND BARRIERS TO PROGRAM IMPLEMENTATION AND PERMANENCE

The biggest barrier encountered by this program in its first year was establishing credibility. Acceptance and respect for the quality of the program and its staff had to be trained. Fortunately, the program staff is very competent and self-confident; they established credibility early and easily. Finding cooperative district level personnel was and continues to be another obstacle. If the district staff do not cooperate, it is hard to implement the program. Past contacts and experience of the program staff working with district level personnel were very useful in overcoming this obstacle.

The main sources of support for this program were the leaders of the local parent-school organizations, community leaders, and professional staff at the local school level such as teachers, principals, and guidance counselors.

A major barrier to the permanence of this program would be a cut in the funds from the State Department of Education. If funds were cut, personnel assigned to do other tasks would need to be trained to perform these functions and they might not have the time nor the willingness to do so. Lack of credibility of the program and weak outreach activities would undermine the existence of this program.

Factors which support its permanence are the great need it fulfills, and the dedication and high professional calibre of its staff. The program is continuing in the 1981-82 school year.

TRANSFERABILITY

In general, this program offers good potential for other school systems. The curricular materials given or recommended to parents can be bought in any bookstore or obtained free. The physical space requirements are not hard to meet since they consist of a large room with chairs. Media equipment, such as a movie or slide projector, is available in many organizations. School psychologists or counselors with training in group dynamics and family education are increasingly common.

The main difficulty resides in the development of the workshops. Although the themes of each workshop have been outlined, the specific content has not been spelled out in detail. However, a creative well-trained counselor or psychologist should be able to take the themes and develop them further.

For the name and address of the person to contact for more information, please refer to the profile in Section Four.

PARENT PARTNERSHIP PROGRAM: PHILADELPHIA, PENNSYLVANIA

Site Visit Conducted By: Oliver Moles

PROGRAM DEFINITION

This program includes a range of individual and group activities for parents that are designed to promote the academic and social development of all children in the school system.

RATIONALE

The Parent Partnership Program was established in 1976 to help meet the commitment of the School District of Philadelphia to involve parents and the total community in the educational process in order to make learning more effective. The school system recognized that quality comprehensive education could not be accomplished by the schools alone, and supported the importance of parents with reference to a number of studies. Superintendent Michael P. Marcase initiated the program, setting out the task of coordinating existing programs and available means of communication into a major effort to fully involve parents of children in the entire city of Philadelphia. An additional stipulation was that the program not add expenses but be financed from the regular school budget.

FOCUS

The Parent Partnership Program of the Philadelphia Public Schools is an extensive set of related projects and activities designed to extend the education process beyond the formal school day. Its original activities included Reading is Fundamental, Books for Tots Bandwagon, Personalized Reading and Mathematics Books, Dial-A-Teacher Assistance (DATA Line), Tutor Corps, parent workshops on school-related topics and other activities promoting parent partnership at all grades K through 12. (Since this report is concerned with projects at grades four and up, activities with young children will only be discussed briefly. These include Reading is Fundamental, Books for Tots and the Tutor Corps which employed teenage tutors to work with preschoolers in day care settings.) All aspects of the program for older students operate at little or no cost to the school system except the DATA Line activity.

OBJECTIVE

The Parent Partnership Program was designed to provide parents with the services and information needed to make them more efficient participants in the education of their children. The active involvement of parents in the formal aspects of schooling is certainly not new. This program is a revitalization of the idea of parent involvement and a deliberate, concerted effort to involve all parents in the education of their children from the age of three onward. The Parent Partnership Program makes greater use of existing staff, facilities, materials and means of communication with parents. It defines a common purpose and directs these resources toward involving parents and the total community in the educational process. The ultimate aim of this involvement is to help improve the achievement of students.

PROGRAM IMPLEMENTATION

The Parent Partnership Program as it pertains to older children and youth is composed of the components outlined below.

Parent Workshops

Parent workshops are scheduled throughout the school system and required at each school twice a year. The workshops are designed to assist parents in becoming more effective participants in the total education of their children. Parents are assisted in understanding various aspects of child development, and in making use of learning materials in the home. Recent workshops have also featured school discipline, testing, career education and other topics. A member of each school's staff voluntarily accepts responsibility for the workshop leadership.

Mini-Workshop Series

This series is designed to complement the parent workshops. It consists currently of 67 workshops which schools can request to have presented at their regularly scheduled Home and School Association or other parent meetings. The workshops were developed by a number of divisions of the school district and community agencies. Workshops cover topics in curriculum and instruction, special education, testing, accident and loss prevention, and physical and mental health.

Radio and Television Programs

Programming includes spot announcements of Parent Partnership Program activities. During the first year, a radio series entitled, "What's New For Children," and a series on parenting entitled, "Footsteps," were aired. Two of the parent workshops were designed to help parents utilize television in communicating with their children. Other programs are aired as time becomes available.

Reading and Mathematics Booklets

Parents may upon request receive computer-generated materials in reading and mathematics. The booklets are developed using information about the child which is supplied by a parent. The material is completely individualized and personalized.

In addition, on request parents or teachers can obtain booklets of exercises for children to increase their math and reading skills. The math booklets are organized by elementary grade level; the reading booklets span several grades and extend into the intermediate school years.

Public Awareness

Parents of school-age children and the community at large are informed of the variety of Parent Partnership Program activities through print and broadcast media. For example, bumper and phone stickers now announce DATA Line (see below). Individual inquiries about the program are answered by providing printed information and sample materials tailored to specific personal requests.

DATA Line

The Dial-A-Teacher Assistance project is a telephone resource center which provides assistance or information to parents and pupils related to homework in basic subjects through high school, as well as French and Spanish. Information about program activities and services are also provided. A Spanish language hotline was initiated in the 1979-80 school year. If a line is busy, an answering service takes the call. This is believed to be the first homework hotline in the country. The idea has been widely adopted elsewhere.

IMPLEMENTATION

During the first year, the Parent Partnership Program was composed of six major components: (i) Parent Workshops; (ii) Books for Tots Bandwagon; (iii) Television Programs; (iv) the Tutor Corps; (v) a Special Education Center; and (vi) a Public Awareness effort. Originally, parents workshops were required eight times each year, but with other staff responsibilities they were later cut back to twice a year. The Books for Tots Bandwagon provides parents of every pre-school child in the City of Philadelphia with books and other printed materials to foster the development of reading and reading-related skills in the home and to introduce young children to age-appropriate reading materials. In the Tutor Corps component older children provided tutorial help in the development and strengthening of basic skills of young children. Tutoring sessons have occurred throughout the city in day care settings. The program had to be discontinued in 1981 for lack of funds.

Television programs have also been presented on public television stations. The presentations were designed to provide examples of educational and instructional activities that parents could participate in with their children while at home. A coordinated public awareness program to inform parents of school age children and the community at large about the variety of Parent Partnership Program activities was also mounted as described above.

A special education center has housed instructional materials and information geared for parents of children eligible for school district special education programs. Trained personnel at the special education center assisted parents in the development of materials and activities for use with handicapped children at home as well as providing immediate counseling services for parents. Periodic workshops in each region have offered opportunities to adapt information, materials and counseling services to specific needs of parents of handicapped children. The special education center is not currently a part of the Parent Partnership Program.*

In addition to considerable information oriented to pre-schoolers, a number of materials are available to parents of school-age children to assist their children's education in the basic skills. These latter materials which extend through middle school grades are:

- Reading Activities for the Home: booklets for parents with activities for them to use with their elementary and middle school age children.

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* Much of this section and material in previous sections was drawn from a Progress Report, October 1977, from the Parent Partnership Program.

- Parents and Child Together: reading and language activities structured as games for parents and children on different graded levels.
- Mathematics Activities for Parents to Use with Their Children: for grades one through six separately.
- Personalized Stories for Children: generated by computer with comprehension questions and word games. It is based on a Home Activities Questionnaire parents fill out.
- Personalized math booklets similar to the personalized stories with separate emphasis on addition, subtraction, multiplication and division.

Other materials currently available are:

- Mini-Workshop Series: it lists all workshops available for parent meetings at schools and is updated annually.
- Report of Activities in the Parent Partnership Program for September 1980 to June 1981.
- Homework Hotline Summary of Activities, September 1980.

FACILITIES REQUIRED

Since the program makes use of existing resources, no additional space is required.

PERSONNEL AND TRAINING REQUIRED

The following personnel are involved in the Parent Partnership Program:

Position	Duties
Director of Supportive and Instructional Programs	Responsible for overall development and implementation of the program.
Staff of the Supportive and Instructional Program Division	Responsible for communicating with schools and parents on various aspects of the program.
DATA Line Director	Organizes and supervises the homework hotline program.
DATA Line Staff (Teachers working overtime)	Work 5 - 8 P.M. Monday through Thursday in the School District Main Library answering homework and other calls for assistance.
Coordinators for parent workshops at each school	Arrange for regular workshops including the participation of in-school and outside experts on requested topics.

Orientation of school staff is handled by written communications and by visits from program staff during school workshops. DATA Line teachers require extensive training on telephone procedures and specific unfamiliar course topics.

COSTS

Except for printing, which is currently at about $8,000, all programs are operated at no additional cost to the school district. Additional funds have come from the William Penn Foundation, a local philanthropy, in the amount of $316,000. These monies were used for operating Books for Tots and the local share of Reading is Fundamental over a period of six years. The DATA Line cost was $86,000 last year, mostly for staff salaries and phone bills. This came from ESEA Title IV-C funds.

ORGANIZATIONAL SUPPORTS

The endorsement of the superintendent and the dedication of central office and school staff have added greatly to the strength of this program. In spite of their busy schedules, staff have still found time to devote to Parent Partnership Program activities. Perhaps this is because their own special areas of expertise have been tapped, or because of their belief in the benefits of the program and in the voluntary nature of the teacher participation.

FINDINGS TO DATE

No evaluation of the impact of most of the components has been conducted as yet, but a complete report of activities is available. The hotline evaluation shows high use with about nine percent of the calls from parents. Half of the calls were from elementary school students, especially grades four through six, and almost half were for help with math problems.

The program is informally evaluated through attendance records of workshops. There has been a large attendance at the many workshops. For example, in November 1980 there were 224 workshops on the theme, "Test Taking Skills." Over 4,800 parents attended. In the mini-workshop series 75 workshops were held during the 1980-81 school year, up from 27 the previous year. Both elementary and secondary schools participated. Most popular workshops were on Homework Help and Discipline or Punishment.

For the 1980-81 school year, the number of requests for Personalized Home Activities booklets increased to over 38,000 from 35,000 in the previous school year, demonstrating the widespread use of this service. For Reading, there were over 8,700 original requests and over 9,000 requests for additional booklets. For Mathematics, there were 8,000 original and 12,000 additional orders. Many letters and notes praising the program have also been sent in by parents and children who have enjoyed using the booklets.

The program has also printed and distributed flyers for elementary and secondary school children to take home announcing workshops. Posters were also printed and distributed announcing the workshops and other program activities. Public service spot announcements were distributed to the broadcast media, and news releases were sent to all the neighborhood and metropolitan media in the area. Some announcements list the program office as the place to call for the personalized reading and math booklets.

SUPPORTS AND BARRIERS TO PROGRAM IMPLEMENTATION AND PERMANENCE

As indicated earlier, Superintendent Michael P. Marcase conceived the idea of the Parent Partnership Program, and has been a constant supporter of the program. To work out specific projects within the general concept, he turned to Dr. Edmund Forte, now Director of Supportive and Instructional Programs. The creative ideas and continuity of direction from Dr. Forte and his staff since 1976, and the dedication of other central office staff and principals and teachers in the individual schools, has no doubt had much influence on the success of the program. A committee of teachers, principals, parents and central office staff guides the program.

The utilization of existing resources is another strength of the program. Not only staff, but also materials and existing means of communication with parents such as the Home and School Association meetings have been used to advantage. There was some tendency, however, noted in the site visit to phrase posters and other publicity in complex terms and in educational jargon.

The spring 1981 parent workshop on career education was held in only ten locations. The limited number of career specialists in the school system prevented assigning one per school, so meetings were arranged on a regional basis. Under the circumstances, parent turnout was small. The time involved in going to more distant schools, and lack of familiarity with such schools probably limited parent involvement.

The personalized mathematics and reading booklets are printed by the school system's computers during free evening hours. The use of radio and television for school announcements and educational programs has been developed well, and the telephone hotline also provides information on school events and programming to parents besides its regular function to help students with homework. There has been no turnover in the hotline staff for two and one-half years, and many department heads are among the hotline workers. At first, many teachers thought the hotline would simply provide homework answers for callers, but most eventually came to understand that the hotline helps students organize their own thinking and directs them to resources and references instead.

Despite its strengths and supporters, costs limit the scope and expansion of components of the program. As other duties may press on school staff in this era of shrinking resources, Parent Partnership Program activities could become the victim. Even today if many more parents were to request the math and reading booklets it would strain the system's capacity to deliver them. Some teachers are also unaware that the booklets are available, but regional reading specialists are generally a contact for telling teachers of the service. Without system-wide publicity for them, the booklets are likely now to be obtained mainly by highly motivated and informed parents rather than the broad range of parents intended. Still in all, this program is a good example of what can be done with creative thought and dedicated staff to develop a comprehensive approach to parent involvement through different channels and on a wide variety of parental concerns and interests.

TRANSFERABILITY

The low cost of the Parent Partnership Program, its range of activities and the use of existing resources make it a good candidate for other school systems to consider. The range of activities from individualized reading and math exercises and games to parent workshops takes advantage of various modes of contact with parents and kinds of activities and levels of involvement parents might want. In this way, low-level involvement might lead to greater participation as parents become familiar with other services.

In all this the support of the school administration and of individual principals and teachers appears essential.

For the name and address of the person to contact for more information about the Parent Partnership Program, please refer to the profile in Section Four.

OPERATION FAIL-SAFE: HOUSTON, TEXAS

Site Visit Conducted By: Carter Collins

PROGRAM DEFINITION

Operation Fail-Safe is a school system initiated program designed to foster home-school cooperation in the education and career guidance of students.

RATIONALE

Operation Fail-Safe is more than just a program, it is a concept which pervades and touches all aspects of the Houston educational system. The concept, and the program in which it is embodied, grew out of three major considerations. First, Houston is a growing, thriving metropolis -- a good educational system was recognized as being essential to continued growth and development of the city.* Second, the public school administrators, business and community leaders all perceived that the educational system could be greatly strengthened and improved if parents were encouraged to play a more active, responsible role in the education of their children. Third, there was the presence of a very pragmatic superintendent who believed parents had a lot to offer and who was determined to create the conditions necessary to encourage a high level of parent participation.

Moving from the global notion of parent involvement down to the local classroom level, it was reasoned that if parents were more informed about the strengths, weaknesses and academic progress (or lack of it) of their children, they would be in a much better position to work with the child at home, thus reinforcing and supplementing the efforts of the classroom teacher. One systematic way of sharing the critical body of academic knowledge about the student has been the program's utilization of the academic achievement profile, which serves as the main basis for the parent-teacher discussion at the fall Fail-Safe conference.

FOCUS

Operation Fail-Safe is an Houston Independent School District program designed to stimulate: (i) public awareness of the role of parents in the education of their children; (ii) the direct involvement of parents in the learning process; (iii) increased parent effectiveness in developing academic achievement and good study habits at home; and (iv) parental involvement in the career guidance of secondary school youth.

The program, which is a system-wide effort, weeks to open channels of free communication among the home, the school and the community. The administration and staff hope that the development of a strong home-school partnership will lead to improved student attendance, higher achievement scores and better deportment.

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* This reasoning is manifested in the slogan found on many of the district's publications -- "Houston Independent School District -- A Partner in the Progress of Houston."

The principal feature of the program is the parent-teacher conferences held in the spring and fall of each year. Prior to the conferences, there is a flurry of planning, orientation and organizational activities which set the stage for the big event. Notwithstanding the centralized structure of the program, the individual school is the major arena of program activity. Needless to say, the friendly rivalry and competition between schools has been a positive asset to the program. Preparation for the conferences also involves a multi-media, multi-dimensional public interest campaign at the district, area, and school level. These activities help to build community support for the idea of increased parental involvement and to urge parents to attend the conferences. In the first year of the program, the school administration was able to garner over a million and a half dollars of free publicity for the program from the local business community.

The central point of parent-teacher interaction at the conference on the elementary level is the computer generated student achievement profile (math and reading) which is prepared for each student prior to the meeting. At the secondary level, there is greater stress on career and occupational guidance and the printout from the Career Occupational Preference System (COPSII) becomes the main focus. The student, parent, and teacher together discuss the student's academic achievement progress to determine how that supports, or fails to support, the career direction in which the student wishes to go. On both the elementary and secondary levels, the teacher, student and parents work together to find solutions for the various problems of weaknesses which the conference has highlighted. To assist the parent in working with the students at home, the program provides a series of reading and math materials (K-6) entitled, Points for Parents, along with other publications for home use.

OBJECTIVES

There are eight specific overall objectives which define and guide the Fail-Safe model. These are:

- To increase awareness and gain the support of the community for the idea of shared parent-school responsibility for the educational development and progress of the students.
- To provide training, orientation, program support, incentives and leadership to the staff necessary for the development of effective parent programs in each of the schools.
- To design and develop a dissemination system for communication with parents about select aspects of a child's progress in the areas of academic development and social adjustment at school.
- To devise a means of communication between the community-at-large and the school system by bringing in community representatives to share ideas concerning parent-community involvement in local education.
- To provide opportunities for direct parent-teacher interaction with respect to the academic, and social development progress of the students.
- To design, develop and disseminate teaching strategies for parents to use in tutoring, socializing and the child's growth and development.

- To provide parents with the kinds of information and motivation needed to make them active participants in the career counseling of their children.
- To improve student learning and increase career planning awareness through parent and teacher collaboration.

Needless to say, the superordinate goal under which these eight objectives fall is the improved educational achievement of all the students attending the Houston public schools. The fact that there has been a steady rise in achievement scores, notwithstanding changes in the school population, indicates that progress is being made in the fulfillment of this goal.

PROGRAM IMPLEMENTATION

Although program implementation is an evolutionary process (with rather indistinct beginnings and endings), there are, for the purpose of this presentation, at least seven implementational steps connected with Operation Fail-Safe which can be isolated and addressed. These are: (i) public awareness; (ii) community involvement; (iii) staff training; (iv) educational conferencing; (v) procedures and materials; (vi) dissemination; and (vii) evaluation assessment.

Public Awareness

A local advertising agency designed a total public awareness campaign to launch Operation Fail-Safe in the 1978-79 school year. The Fail-Safe logo and theme, "Don't Fail Me - Help Me", appeared on one hundred billboards throughout the city. Award-winning public service announcement spots were shown on television for two months prior to Fail-Safe days. Approximately $1,700,000 in public service space advertising was donated by radio, television, and outdoor media to promote teacher/parent conference days.

Community Involvement

Community members, parents, teacher organization representatives, and administrators composed a city-wide task force on parent involvement. Goals were formulated and strategies were developed to meet objectives. Task force recommendations made to the administration became the basis for the parent involvement effort.

Staff Training

Professional Houston Independent School District staff members were initially in-serviced over closed circuit television. Further staff development was provided by the Guidance Department to building counselors and building Fail-Safe coordinators. A training manual detailed organizational procedures for principals and teachers. Area coordination was provided by the Area Guidance Specialists.

Educational Conferencing

In the spring and fall of each school year, the entire system gears up for parent-teacher conferences. The planning, which begins well in advance, is quite elaborate and varies considerably from school to school. At most schools there is an intensive campaign to alert the public to the event and to urge all parents to attend. The program has a great deal of flexibility which allows individual schools to accomodate the time requirements of a majority of the parents. Conferences can be held during school hours, in the evening, or even on Saturday. Another indication of the program's willingness to facilitate parent attendance is the sending of a letter, from the superintendent, to the parent's employer requesting release time so the parent can attend the conference.

The conference itself has served as a unique opportunity for the parent, teacher and student to get together and discuss the student's progress and any problems which are hindering student acheivement. The achievement profile is a documented record of how the student is doing as indicated by the Iowa Tests of Basic Skills. The profile provides a solid basis for determining progres from conference period to conference period and allows the teacher, the parent and the student to agree upon strategies for improvement.

Aside from the conference, the occasion is an opportunity for parents to attend special cultural programs, mini-workshops on school related topics, coffee klatches and other offerings. As mentioned earlier, each school comes up with its own menu; these kinds of activities, however, are representative of what can be found from school to school.

Given the large Hispanic population in Houston, finding enough bilingual personnel to facilitate parent-teacher conferences has been something of a problem. The problem has been greatly alleviated, however, by calling on bilingual teachers, students, and community volunteers to act as interpreters for those parents who require assistance.

Procedures and Materials

The procedural framework for Operation Fail-Safe was established in 1979 by a committee representing teachers, administrators and community interests. The procedures for holding the twice-yearly parent-teacher conferences operate at three levels: the office of the Deputy Superintendent for Special Services; area offices; and the school building level.

At the school building level, the operation is managed and directed by the principal, a Fail-Safe Committee and a coordinator. Within the parameters set by higher authorities, the principal and the committee establish the calendar of events and activities leading up to the conferences, the holding of the conferences, and any follow-up work necessary. The calendar includes such items as details of the pre-conference public awareness campaign; the invitation and call to parents; in-service training for teachers (conducted by the coordinator); the ordering and distribution of conference forms and materials for the parents; provision for activities which will take place during the conferences; and any post-conference follow-up that is to be performed. There is a great deal of flexibility built into the process and each school is expected to tailor its program to fit the needs of its parents and the community it serves.

The six area offices provide general supervision and coordination for all of the schools within their areas. The Area Guidance Specialist provides training and backup for the school level coordinators, including the career counseling aspect of the parent-teacher conferences. The area offices serve as a link between the central administration and the neighborhood schools. Through that link, directives, information, and requests pass up and down through the system.

The Deputy Superintendent for Special Services gives overall supervision and direction to the program at the district level. The Office of Guidance and Parent/Community Support serves as the staff arm to the Deputy Superintendent, and renders such services as training for the area coordinators, materials development (usually in conjunction with the Curriculum Department), public relations services and represents the program's interests in budgeting and funding.

In addition to the external relations work done by the superintendent's office, the Institute for Parent Involvement, Springfield, Illinois, sells technical assistance and help to school systems wishing to set up programs like Fail-Safe.

Dissemination

The dissemination of Fail-Safe materials takes place at two levels -- internal and external. Within the system, the parent-teacher conferences are the first line of distribution. At the conferences, parents (elementary level) receive materials such as the achievement profiles, Points for Parents booklets (English and Spanish versions available), reading prescriptions, and a reading list of library books and other materials. At the secondary level, materials on student achievement, career choice information, program options, testing, and other materials are given to the parents.

External channels of distribution consist of a commercial outlet located in Illinois, plus the efforts of school districts through the meetings, conventions and other professional contacts they have around the nation.

Evaluation/Assessment

Assessment and evaluation has been built into the implementation of Operation Fail-Safe, and critical measurements and analysis have been made at several important junctures. As is true with many large school systems, Houston has a rather large, professional, well established Research and Evaluation Division which is headed by a Deputy Superintendent. Having the Research Division situated in the upper level of administration facilitates the use of research as a tool for analysis, evaluation, feedback and refinement.

In addition to its distinct set of objectives and operational characteristics, there are four overarching features which describe the tone and spirit of the Operation Fail-Safe. These are:

District-wide system. Fail-Safe embraces all of the public school students and their parents within the district. Although directed and managed from the central office, each school has the opportunity and responsibility for shaping and modifying the details of the program to fit local needs.

Goal-oriented. The objectives of the program are clearly promulgated and stem from the belief that when teachers, parents and students all work for the same goals, there is a greater possibility of achieving such goals.

Positive catalyst. Fail-Safe has been the catalyst which served to bring into focus several pre-existing district programs (Title I Parent Involvement, Secondary Guidance Program, Competency Testing, Basic Skills, and Volunteers in Public Schools). All of these components now complement one another instead of existing as independent, unrelated programs.

Variety of strategies. The program uses a variety of strategies to involve teachers, parents and students. Parents and children at a sample of 39 schools use computerized reading prescriptions which list activities in which parents K-6 receive the Points for Parents series and a Reading and Math Progress Form at the Fail-Safe conferences. The form is a list of specific strengths and weaknesses prepared for each child. At the secondary level, parents and their children receive an individualized computer-generated career planning profile. This profile includes objective considerations of career goals, expectations, and attitudes in relation to identified interests and abilities.

FACILITIES REQUIRED

In Houston, Fail-Safe operation was superimposed upon an existing system, therefore requiring no additional space of facilities. The administration and management was done out of existing office facilities. The conferences were held in the classrooms. The computer requirements, although something of a strain on the system, were done with existing facilities.

PERSONNEL AND TRAINING REQUIRED

At the central district level, the administration and coordination of the Fail-Safe program is located in the Office of Guidance and Parent/Community Support which is headed by Mrs. Letitia Plummer. The Guidance Department is situated under the Special Services Division headed by Mrs. Patricia Shell, who is a Deputy Superintendent. These personnel are an integral part of the system with other duties in addition to Operation Fail-Safe. Out in the field, the district is divided into six sub-superintendencies -- these are area coordinators for the program. At the local school level, the operation is administered and coordinated by the principal and the school coordinator.

All in-service training associated with the program is arranged and provided by the Guidance Division.

COSTS

Operation Fail-Safe is completely funded out of local funds. The first year's cost of the program was $616,600 -- high due to heavy start-up costs. By school year 80-81 the costs had dropped to $347,000 or $1.43 per conference. Program costs are offset slightly through the sale of the program's copyrighted materials.

ORGANIZATIONAL SUPPORT

Operation Fail-Safe enjoys widespread support both within and outside of the school system. The General Superintendent is more than an ardent supporter, he is the main driving force behind the program. Although not a representative sample, all of the administrators interviewed during the site visit praised and endorsed the program. According to surveys conducted by the Evaluation and Research Division, the majority of the teachers considered the program valuable and a help to the educational process. Those same surveys indicate that parents by and large endorse and support the program.

There is ample evidence that the community at large believes that Fail-Safe is a worthwhile program. This is demonstrated by the fact that the elected school board has consistently appropriated funds to support the program. Civic groups throughout the community have given support to the program by helping to publicize the program among their members, offering space for posters, notices and other information about the conferences. The response from the business community has been positive. The donation of over a million dollars worth of media service to help launch the program is indicative of that positive response.

FINDINGS TO DATE

In October of 1979, the Houston Independent School District's Research Department presented to the school board a report entitled, "Update on Operation Fail-Safe". The purpose of the report was to record some of the major achievements of Fail-Safe after its first year of operation. The report covered major findings relating to:

- improved student attendance (time on task);
- increased student achievement;
- increased parent participation in the schools;
- positive parent participation in the schools;
- positive feedback on use of Fail-Safe materials; and
- cost effectiveness.

Student Attendance

In comparing student attendance for the school year 1977-78 with that of 1978-79, an increase from 90.2 percent to 91.41 percent (an increase of 243,400 days) was shown. When translated into instructional hours, this amounted to 1,460 hours or an average increase of 7.5 hours per student.

Student Achievement

An analysis of standardized achievement composite test scores showed continued improvement of basic skills performance of the students in the Houston Independent School District. For the second consecutive year, the average academic achievement of students in grades one through six meets or exceeds the national norm. At the secondary level, a significant improvement in achievement occurred at all grade levels. In the area of student achievement, the cause and effect relationship is clouded by the fact that the school district declared an end to social promotions in 1978. This no doubt had a tremendous impact on some students' motivation to learn.

Parent Participation

Prior to the introduction of Fail-Safe, the main vehicle for parent participation was through parent organization meetings. A "Survey of Parent Involvement in the Houston Independent School District" showed a dramatic increase (47 percent) with the advent of Fail-Safe. The increase among low-income parents, minority parents, and parents of secondary school students was the most encouraging of all.

Parent-Teacher Evaluations

Both parents and teachers were surveyed to determine their reactions to the Fail-Safe conferences. The responses were very positive. For example:

- 96.7 percent of the parents felt "more positively about their child's education."
- 97.1 percent of the parents felt "that the conference was a positive experience."
- 97.1 percent of the parents "received a plan from the teacher of things they can do to maintain or improve their child's education."
- 85.4 percent of the teachers felt "positively about their relationship with the parents of their students."
- 71.6 percent of the teachers "believed that the parent-teacher conference day was a success."
- 93.3 percent of the teachers indicated "parents were receptive to suggestions."

Feedback on Fail-Safe Materials

Parents were asked to evaluate the usefulness of the Points for Parents booklet. Of the parents returning the survey:

- 83 percent tried the activities in the booklet with their child.
- 74 percent thought the activities were "just right" in level of difficulty.
- 95 percent indicated the directions for most of the activities are "easy to understand."
- 95 percent thought their child liked the activities "very much" or "somewhat."

In addition, parents evaluated the computerized reading prescriptions. Of the parents returning the survey:

- 80 percent felt the computer prescription gave them an understanding of their child's reading skills.
- 73 percent tried the activities in the prescription with their child.
- 67 percent felt the difficulty level of the activities were "just right."
- 94 percent thought the directions for the activities were "easy to understand."
- 93 percent said their child liked the activities in the prescription "very much" or "somewhat."

Cost Effectiveness

An important factor in implementing any program is the cost. When the cost for production and development of materials ($616,588.83) is pro-rated by the number of conferences (242,000), the cost per conference is only $2.55 for the first year of Operation Fail-Safe. Although the value of the parent-teacher-student relationship established at the conference and the numerous positive after-effects cannot be measured in dollar amounts, the costs incurred seem small in terms of the benefits received. If Fail-Safe materials had been simply mailed to parents, the costs would have been similar but without the desirable effects of personal interaction.

In addition to the surveys upon which "Update on Operation Fail-Safe" was based, the Research Department conducted two studies during the 1977-78 school year to determine the relationship between parent involvement and student achievement. The first study involved the comparison of the parent involvement in each school, as determined by the school principal, to the composite score of either the sixth, eighth or eleventh grade students on standardized achievement tests. Within elementary, junior and senior high schools, levels of parent involvement were statistically compared with achievement tests scores using a correlation procedure. The analyses revealed a significant positive relationship between parent involvement and student achievement at every level. From these analyses, it can be inferred that schools with high levels of parent involvement also tend to have high achievement test scores.

SUPPORTS AND BARRIERS TO PROGRAM IMPLEMENTATION AND PERMANENCE

In the early stages of the program, the administration was faced with the usual kinds of latent parent and teacher fears and anxieties precipitated by the appearance of a major new program. As time went on, however, and teachers and parents began to feel good about the conferencing experience, the fears and anxieties disappeared. There is little doubt that the language barrier still remains a handicap in some places.

Another problem which seems to have caused some initial concern was the amount of paper work teachers had to execute in connection with the program. For the most part, this problem has been resolved by the streamlining of the procedures and the reduction of the paper work required.

In terms of support, Fail-Safe has apparently been very fortunate. The school leadership has given constant support to the program. The same, according to documented information, has been true of the teachers and the parents. Although the program cost per pupil is low, the total cost is considerable. The willingness of the community to approve such expenditures, through their representatives, is indicative of strong community support. There is also ample evidence that the business community of Houston is behind the program and gives its active support.

Although parent attendance at the parent-teacher conferences has declined slightly in recent times, the overall level still remains quite high (an average of about 75 percent at the elementary level and about 40 percent at the secondary level). This relatively high level of parent involvement over a three and a half year period indicated continued parent support and interest in the program. Furthermore, questionnaires filled out by parents during the conferences indicate that the parents find the conferences useful and wish the program to continue. There is also evidence that the community, the school teachers, and administrators continue to give strong support to the program. Another factor which adds to the possibility of permanence is the fact that the program is funded locally and currently, at least, local funds seem more secure than Federal funds. Consequently, there is a strong possibility that Operation Fail-Safe will be institutionalized, with modifications perhaps, and become a permanent feature of the Houston school system.

There appears to be no immediate threat to the continuance of the Operation Fail-Safe. It would be pure speculation but unforeseen events like the departure of the present general superintendent (who has been a main force behind the program), a change in school board composition, or a drastic reduction of local funds could have a significant, negative impact on the direction and level of the program.

At this point, the question of tempo and program dimensions seems to be a much more pertinent question than permanence. From all reports, the initiation of Fail-Safe in the fall of 1978 involved a tremendous output of energies by the community, school and parents. To try to maintain that level of momentum twice a year and over a period of years would be extremely costly. If the conferences were held once per year, that in itself would cut the emotional , physical and financial cost substantially. Aside from the cost factor, it is likely that the attendance pattern of the parents will add to the gravitational pull toward the once a year conference schedule. It may be that the more contact some parents have with the school, the more they will come to believe that all is well and that there is no need for conferencing with the teacher more than once per year. The feeling of security on the parents' part may be further extended by the continuous rise in achievement scores and the steady increase in student school attendance.

In regard to parents' concerns about their children, it is interesting to note that,in the beginning, many parents were reported as believing that Fail-Safe meant that their children could not fail a grade. It was necessary therefore to educate parents to the fact that Fail-Safe was a military term referring to a series of back-up safeguards which greatly decreased the chances of an operating failing to achieve its mission. It does not mean that there is a total guarantee against failure.

TRANSFERABILITY

Operation Fail-Safe has already been successfully adapted by the Indianapolis school system, so there is no question that under the right circumstances the program is transferrable. In addition to the original transfer mechanisms created by Houston, Indianapolis has produced a manual which is a sort of do-it-yourself piece for others to follow. In addition to the experiences of Houston and Indianapolis, which can be utilized by newcomers to the field, there is the possibility of calling upon the Parent Involvement Institute, P. O. Box 2377, Springfield, Illinois 72705, for assistance.

There are about five major areas of consideration which seem to impact upon the transferability of Fail-Safe. These are: (i) leadership; (ii) program initiation; (iii) teacher organization issues; (iv) cost; and (v) ability to maintain a certain momentum.

Leadership. Fail-Safe is a systemwide, pervasive program which requires the cooperation and support of several, sometimes diverse, factions; i.e., teachers, administrative units, parents, and the community. It takes a strong, determined, dynamic personality to pull these forces together into a harmonious, mutually supportive collection. Without such leadership, a district may have little success in launching and maintaining a Fail-Safe type program.

Program initiation. Since Fail-Safe permeates the entire district, its initiation may require disturbing elements which have not been stirred for years. This can be extremely disruptive for some people. Consequently, it may require several months, or even years, of preparatory work before the program can be launched. Even then, it may be necessary to have a phase-in, in some districts.

Teacher organization. The introduction of a Fail-Safe type program can have considerable impact on the lives of the teachers. For example, if the system is to be sufficiently flexible to meet the needs of the parents -- like having parent-teacher conferences at night -- it means that teachers must be willing to make certain adjustments. In some places we may find a strong teachers' union which has a standing contract forbidding teachers to work other than the regular school day. Consequently, the successful introduction of the program may hinge upon the presence of a teacher organization which is flexible and open to cooperating with the district in new innovative programs.

Cost. Although Houston has managed to get the cost down to less than $2.00 per student at each parent-teacher conference, the initial costs were quite high. Since many of the costs are fixed, systems which have a very low teacher-student ratio could expect the costs to be even higher (Houston has about 200,000 students over which the fixed costs are spread). At the same time, if the system receives funds from the state under a student attendance formula, the increased attendance which the program seems to engender may make the venture a self-supporting one. For example, at one point the increase in student attendance which took place in Houston made the district eligible for an additional 1.7 million dollars under the state aid formula. Here again, phasing-in could be the best strategy. If the initial phase is successful and cost effective, it may induce the funding source to provide the additional funds necessary for launching the next phase.

Maintaining momentum. A certain level of momentum is required for a program like Fail-Safe to put down roots and become institutionalized. If the momentum drops too sharply or too early, the initial positive impressions of the program held by the community and the school officials could evaporate, leaving the program in jeopardy. To maintain such momentum, however, may be more difficult than the original launching. The novelty wears off and the system has to draw upon resources which tend to decline, rather than increase as time goes on. As in any transplant, it is critical to make sure that the soil, climate, moisture and ecology are supportive of the new plan. Fail-Safe has already been successfully transplanted once. There is no doubt that, if the conditions are right, it can be transplanted many times again. The important point is that we make sure the conditions are supportive before the transplant is attempted.

For the name and address of the person to contact for additional informatoin, please refer to the profile in Section Four.

SECTION FOUR

PROGRAM PROFILES

PRESCRIPTION LEARNING LABORATORY PROGRAM: PHOENIX, ARIZONA

Sponsor: Roosevelt School District No. 66

Contact: Dr. Margaret L. Smith
Assistant Superintendent
Instructional Services
6000 South Seventh Street
Phoenix, Arizona 85040
(602) 257-3928

PROGRAM DESCRIPTION

Objectives

Parental Panel involvement and student achievement through laboratory and home assistance services.

Major Activities

Reading and/or Math subskill needs are diagnosed by criterion-referenced testing. Individual prescriptions are provided for each student according to subskill needs. Student prescriptions coded to adopted textbooks may also be provided for classroom teachers. Parents may work within the laboratory setting to assist their children and/or to complete their own prescriptions. Parents who are unable to participate in school laboratory services may assist their children at home through the use of home prescriptions correlated with the student's school lab prescription. Home materials are available in the English and Spanish languages.

Staff Positions

Laboratory Teacher (Certified Reading Specialist)

- Guides/oversees student testing and prescriptive activities.
- Conducts small group directed learning activities.
- Develops learning center activities for skills application.
- Conducts individual student progress conferences.
- Records student progress; updates records.
- Contacts parents; distributes home assistance materials.

Laboratory Aide (Classified Employee or Volunteer Parent)

- Assists students with prescriptive activities.
- Conducts small group skill reinforcement drill/exercises as follow-up to teacher directed learning activities.
- Assists teacher with materials development.
- Assists teacher with record keeping requirements.

Start of Service September 1976

TARGET POPULATION

Families All parents of students identified for ESEA Title I Project Services.

Students District ESEA Title I Eligibility. Students, grades three through six, who score one or more stanines below grade level for total reading (or math) achievement as measured by norm referenced standardized test.

PARTICIPATION

Schools Eleven elementary and three junior high schools.

Families Majority of parents of 1,200 laboratory students enrolled in grades three through six.

FUNDING

Source Combined ESEA Title I project monies and district operational budget funds.

Cost per Year Start-up cost $12,000 to $17,000 depending on number of learning stations (12 or 24) within each lab. Labs become property of district at end of three-year cycle. Start-up cost includes:

- Criterion-referenced test booklets.
- Test scoring and individual prescription services.
- All laboratory materials and equipment.
- Home assistance materials.
- Teacher/aide training and in-service.
- On-site consultant services.

(Parent workshops may be provided at negotiable cost.)

Major Expenses Major budget expenditures:

A. ESEA Title I Project: Personnel (14 Laboratory Teachers)

B. District Budget: Personnel (14 Laboratory Aides)

EFFECTS ON PARENTS AND STUDENTS

Increased parental awareness of student strengths/needs.

Increased parental involvement in student learning activities.

Increased parent/school mutual support and communication.

Increased opportunity for "homebound" parent involvement/assistance.

Significant student self-concept and academic achievement gains.

Laboratory/home assistance program identified as No. 1 budget priority by parents, teachers, administrators, and school board for 1981-1982 school year.

MATERIALS AVAILABLE

For further information and/or free informational materials regarding Institute for Parent Involvement:

Prescription Learning Corporation
Post Office Box 2327
Springfield, Illinois 62705
(800) 637-8598

PARTNERSHIP: SAN DIEGO, CALIFORNIA

Sponsor: San Diego Unified School District

Contact: Lottie P. Hess, Director, ESAA
San Diego Unified School District
4100 Normal Street
San Diego, California 92103
(714) 293-8558

PROGRAM DESCRIPTION

Objectives

The objective of this program is to help students achieve academically, socially, and personally in an integrated partnership. To help students achieve academically, the parent, teacher and student will work as a team to set goals and objectives, discuss the means to achieve objectives, and systematically review the student's progress. Parents will participate in a series of classes to help them develop effective tutoring techniques and become more familiar with materials and methods used in the classroom. To promote the social and personal development of the student, parents will participate in programs to increase their understanding and support for race/human relations efforts and/or multicultural activities which will help them to accept and respect cultural diversity.

Major Activities

Parents attend classes for three hours to develop tutoring techniques and become familiar with instructional materials used in classroom.

Resource teachers assist teachers in implementing the partnership program, conduct classes for parents in both instructional and guidance areas, and coordinate the development of home study materials.

Parents tutor their children at home to reinforce the basic skills taught in the classroom.

Home visits, telephone contacts, and parent/teacher/student meetings provide ongoing follow-up.

Staff Positions

One resource teacher to service the elementary schools in the ESAA program.

One four-hour community aide at each site to assist and to provide community contact with parents.

Start of Service

October 1978

TARGET POPULATION

Families and Students

This program is available to all students and families enrolled in schools which are actively engaged in the integration effort within the San Diego City School's boundaries. This includes magnet schools, learning centers, and those schools with large numbers of children participating in the Voluntary Ethnic Enrollment Program (VEEP).

PARTICIPATION

Schools

Fifty-seven elementary schools, grades K through six.

Families

This is the first year of large exposure for the program. In previous years as many as 70 percent of the parents of the Partnership program schools have participated. This year the program has trained over 200 parents from a large number of schools. They are usually the parents who are most concerned about their child's progress. Participating parents come from a variety of backgrounds.

FUNDING

Source

ESAA Basic Grants; Federal government.

Cost per year

$121,500

Major Expenses

Resource teacher position, clerical help, non-classroom hourly, printing, materials development allocation, materials.

EFFECTS ON PARENTS AND STUDENTS

In the last three years the degree of achievement by the students far exceeded the expectations. The parents have noted changes in their relationships with their children and the school. Parents are much more willing to assist in the child's academic, social and emotional growth. The parents find that they and the child have more confidence.

MATERIALS AVAILABLE

Basic Tutor Guide: A tutoring guide for parents. Very basic but thorough.

Basic Tutor Guide: Spanish version.

Mini-Lessons in Math: Homework assignments covering math objectives to grade six.

Mini-Lessons in Reading: Homework assignments covering reading objectives to grade six.

Mini-Lecciones in Matematicas: Homework assignments covering math objectives in Spanish to grade six.

Mini-Lecciones in Lectura: Homework assignments covering reading objectives in Spanish to level G (grade six).

PROJECT ACT (ACCOUNTABILITY IN CITIZENSHIP TRAINING): JACKSONVILLE, FLORIDA

Sponsor:

Duval County, Educational Services Division
Jacksonville, Florida

Contact:

Ms. Josie Messer, Supervisor
1701 Prudential Drive
Jacksonville, Florida 32207
(904) 390-2122

PROGRAM DESCRIPTION

Objectives

The main objective of the program is to reduce disruptive behavior among students by teaching parents, teachers and students positive behavioral change strategies. An ultimate goal is improved achievement of students. Overall goals of Project ACT include: (1) a reduction in the rate of suspensions for participants; (2) a decrease in the rate of referrals of participants for disciplinary actions; (3) a decrease in the number of corporal punishment incidents; (4) an increase in the promotion rate of participants; and (5) a reduction of the disproportionate rate of suspensions and corporal punishment of minority students.

Major Activities

Project ACT, located in Duval County, Jacksonville, Florida, is a Federally funded program designed to reduce inappropriate behavior among students. Originally designed for students in grades three through twelve, the program is currently being used with 5th, 6th and 7th grade students. Teachers, parents and students work together as "A Caring Team" to assist students in accepting responsibility for their behavior.

Students who exhibit undesirable behavior are selected for the program by classroom teachers and administrators. Five categories of undesirable behavior have been identified as disrespect for: (i) authority; (ii) peers; (iii) classwork; (iv) property; and (v) school attendance.

Meeting with a teacher facilitator twice a month, students identify problem behaviors. A behavioral prescription (contract) is written and the child commits himself/herself to changing one behavior at a time. Behavior modification techniques are used by the teacher facilitator, who also maintains close communication with the classroom teacher. Paralleling this activity is the involvement of peer parents who are trained to make home visits to parents of student participants and assist them in developing desirable behavior in their children.

Staff Positions

School facilitators work with students and faculty. Peer parents work with facilitators and parents.

Start of Service

Planning and development: July 1974

Field tested: September 1976-77

Validated: 1977

TARGET POPULATION	
Families	Parents of the students identified by the teacher and administrator as having disruptive behavior.
Students	Approximately 1200 students having disruptive behavior.
PARTICIPATION	
Schools	Fourteen 5th grade classes. Eleven 6th grade classes. Three 7th grade classes.
Families	Parents of the above students.
FUNDING	
Source	ESEA IV-C: July 1974 to September 1980 ESAA: July 1980 to June 1983
Cost per Year	$491,000 (1980-81 school year).
Major Expenses	Personnel, supplies, in-county travel.
EFFECTS ON PARENTS AND STUDENTS	Parents are more involved with school. They provide their child with encouragement and reinforcement. They use less corporal punishment. Students have improved self-concepts and assume more responsibility for their actions. Their attendance is improved.
MATERIALS AVAILABLE	Materials are available from the Panhandle Cooperative, Post Office Box 190, Chipley, Florida 32428. Accountability in Citizenship Training books available for program managers, educators, parents and students.

INSTITUTE FOR PARENT INVOLVEMENT: CHICAGO, ILLINOIS

Sponsor: Board of Education, City of Chicago

Contact:
Dr. Clifford Claiborne
Bureau of ESEA Title I
Board of Education
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4521

PROGRAM DESCRIPTION

Objectives

To improve student performance, especially in math, English language skills and academic motivation, and to increase parents' understanding of their children and teachers' awareness of the student's needs.

Major Activities

Pre-service training/planning sessions for teachers, aides and parents which familiarizes them with resources of the Institute, the school and community, and to develop a plan for utilizing resources to maximize the parent-student partnership.

Prescriptions and materials to match individual needs in reading and math are given for homework -- workbooks, educational games, reading lists for library books, and bilingual materials are given as needed.

Resource kits for parents containing workshops materials, ideas for games and activities, articles about parent involvement in education. Again, bilingual materials are available.

Follow-up workshops for teachers and aides on instructional and interpersonal skills.

Staff Positions

One teacher aide in addition to the teacher for each 30 participants. Teachers coordinate the program within the school and act as communicator between parents in the program and school staff. They also conduct the workshop sessions, administer the tests to pupils, and help parents with the at-home learning activities. Aides assist the teacher in the instructional activities with participating pupils and parents, maintain telephone contact with parents, and keep individual records current.

Start of Service

September 1979

TARGET POPULATION

Families

Children must be enrolled in ESEA Title I instructional activities.

Students

Students in kindergarten through the eighth grade.

PARTICIPATION

Schools	Nine schools participated in the fiscal year 1981.
Families	Approximately 391 families are involved since 391 pupils are participating in this activity.

FUNDING

Source	ESEA Title I
Cost per Year	$18,890 per teacher aide.
Major Expenses	Salary of the teacher aide.

EFFECTS ON PARENTS AND STUDENTS	The objective requiring parent attendance at the school and their involvement in their children's education was met. Evaluation results indicate that pupils' general school performance and academic motivation were measurably improved.
MATERIALS AVAILABLE	None.

PARENT PLUS PROJECT: CHICAGO, ILLINOIS

Sponsor: Board of Education, City of Chicago

Contact: Dr. Joseph W. Lee, District XIII Superintendent
Board of Education, City of Chicago
4934 South Wabash Avenue
Chicago, Illinois 60615
(312) 567-5350

PROGRAM DESCRIPTION

Objectives The three main objectives are: (i) to increase parents' involvement in their child's education; (ii) to raise student achievement scores; and (iii) to improve student attendance. A major strategy is the involvement of pupils and parents in a cooperative learning session one hour a week at home. This is intended to improve pupils' school performance especially in reading, math and English language skills, and academic motivation. Another overall aim is to increase parents' understanding of their children.

Major Activities The Parent Plus Project is designed for 60 Title I parents and their children in each school who are in kindergarten through eighth grade. Parents meet in several small groups for an equivalent of four full days each month with a teacher. At the beginning of each instruction period, the group of parents meets as a whole, and then the group is subdivided into small components in order to closely examine topics assigned by the teacher. The parents study and discuss various aspects of child development, homemaking, health and nutrition, modern mathematics, consumer education, crafts and sewing activities. The teacher also works with the parents on topics related to the academic needs of their children and the ways in which they may help their children in the at-home phase of this activity, including help they can give with specific homework assignments. These topics include word-attack skills, basic mathematics techniques, language expression, comprehension, phonetic analysis, and related skills necessary for parents to work more effectively with their children. Direct teacher instruction is flexible and is given on both an individual and a group basis as needs are observed. This flexibility helps parents to recognize the individual needs of their children. The pupil component of this activity is divided into three ten-week at-home sessions which use activity packets correlated to the basal reading and mathematics textbooks currently in use at the school. These packets are provided and scored by a commercial source (see Materials Available). The classroom teacher's judgment and criterion-referenced tests are used to establish the skill development level for each participating pupil.

Parents and children are also given an opportunity to participate in cultural field trips which are specifically related to the program and are planned to broaden the experiences of the parent and child.

Staff Positions	One teacher and one teacher's aide for each sixty parents or or one teacher alone with thirty parents. The teacher develops and administers the instructional program, guides the parent groups, records the progress of participating parents, grades materials completed by pupils during the at-home phase of the activity, coordinates with their homeroom teachers, and other related activities. The aide maintains telephone contact with the parents, works with parents to reinforce learning activities (including evening visits as needed), and helps plan activities and run the school programs.
Start of Service	September 1979
TARGET POPULATION	
Families	Parents of children in kindergarten through eighth grade who are participating in a Title I instructional activity.
Students	(see above)
PARTICIPATION	
Schools	Seven elementary schools in the nearer south side of Chicago.
Families	420 parents and their children in seven schools this year.
FUNDING	
Source	ESEA Title I
Cost per Year	$46,047 for one teacher and aide. $33,718 for one teacher.
Major Expenses	Professional salaries and benefits, instructional materials.
EFFECTS ON PARENTS AND STUDENTS	Program aims to provide parents with skills necessary to work more effectively with the child in learning activities, and improve communication skills for parents and children. All children in the Parent Plus Program made academic gains during the past two years. However, it is impossible to attribute all of the academic success to Parent Plus, since all of the children are also participating in another Title I program. Because parents volunteer for this program the self selection factor must also be considered.
MATERIAL AVAILABLE	Program materials available from: At-Home Program 6106 Edmondson Avenue Baltimore, Maryland 21228

SCHOOL-COMMUNITY IDENTIFICATION: CHICAGO, ILLINOIS

Sponsor:	Board of Education, City of Chicago
Contact:	Dr. Clifford Claiborne Bureau of ESEA Title I Board of Education 228 North LaSalle Street Chicago, Illinois 60601 (312) 641-4521

PROGRAM DESCRIPTION

Objectives	To improve pupil achievement, attendance and attitudes toward school through a closer relationship between parents and teachers.
Major Activities	A school-community representative (SCR) at the elementary school visits homes of participating pupils every two months, guides their parents to help children function more effectively in the classroom, refers families in need of assistance to appropriate social agencies to ensure pupil attendance in school, and sponsors workshops to show parents how they may help their children develop positive attitudes toward learning. An option allows funds for printing materials to inform parents and others about Title I activities in the local school. SCR's are administratively under district coordinators, but receive their day-to-day supervision from the school principal.
Staff Positions	One full-time school-community representative (SCR) for up to 70 pupils.
Start of Service	September 1967

TARGET POPULATION

Families	Children must be enrolled in ESEA Title I instructional activity.
Students	Students in pre-school through eighth grade.

PARTICIPATION

Schools	183 public and 33 private schools were involved in the 1981 fiscal year.
Families	Approximately 20,300 families are involved, since 20,300 pupils receive the services of an SCR. Parent involvement includes, but is not limited to, workshop participation, visits to classrooms, and input in selection of programs.

FUNDING

Source	ESEA Title I
Cost per Year	$15,733 per school-community representative.
Major Expenses	Salary of the school-community representative.
EFFECTS ON PARENTS AND STUDENTS	The objectives requiring significant improvement in pupil attitude and attendance were met. Evaluation reports indicate that a large majority of the school-community representatives made outstanding contributions to increasing parent involvement in school affairs and in the welfare of their children.
MATERIALS AVAILABLE	None.

PARENTS IN TOUCH: INDIANAPOLIS, INDIANA

Sponsor: Indianapolis Public Schools

Contact:
Ms. Izona Warner
Consultant, Parents in Touch
Unified Services
Indianapolis Public Schools
901 Carrollton Avenue
Indianapolis, Indiana 46202
(317) 266-4181

PROGRAM DESCRIPTION

Objectives The overall objective is to establish lines of communication between parents and schools and to involve parents in helping to improve student attendance and achievement.

Parents in Touch is adapted from Houston's Operation Fail-Safe. Specific objectives include: (i) creating public awareness of shared responsibility between parent and school for child's progress; (ii) staff training for effective parent involvement; (iii) creating and maintaining a dissemination system for communicating to parents; (iv) involvement of community representatives who share ideas on parent involvement; (v) periodic conferencing with parents; and (vi) teaching and communication strategies for parents to use to improve the child's achievement.

Major Activities Parent-teacher conferences are scheduled for one day each fall to provide an opportunity for discussing children's progress and the ways parents can contribute to their children's educational development. The conferences are widely advertised through community media to foster the idea that parents play an important part in their children's education. Teachers and coordinators are prepared through in-service training sessions. At each conference, parents are given attractive printed materials with pleasant learning tasks to work on with their children at home.

In addition to the intensive media campaign, each school develops its own way of publicizing the conference. To further strengthen the ties between home and school, a Dial-A-Teacher component has been developed this year to enable students to call for assistance while doing homework.

Staff Positions Staff consists of two full-time coordinators plus a part-time position at the district level. There is a teacher coordinator at each school and ten teachers assigned to the Dial-A-Teacher project.

Start of Service August 1979

TARGET POPULATION

Families All parents of students in kindergarten through grade nine.

Students See above.

PARTICIPATION

Schools Originally all with grades one through six, now grades kindergarten through nine.

Families Approximately 15,000 parents participated in the fall of 1979. Participation increased from 52 percent of invited parents in 1979 to 70 percent in fall 1980.

FUNDING

Sources General Funds: $30,000

ESEA Title I: $150,000

Lilly Foundation: $33,000

ESEA Title IVc: $30,000 for the Dial-A-Teacher program

Major Expenses Salaries, stipends and consultant fees.

EFFECTS ON PARENTS AND STUDENTS From having no formal parent involvement in the past, 15,000 parents participated in parent-teacher conferences in the fall of 1979. Evaluation forms were given to parents and teachers at the 1979 conferences. Results from parents clearly indicated a favorable response. Over 95 percent of the parent respondents were satisfied with various aspects of the conferences including the receipt of a plan of activities to do with children to improve their education. Almost all would like twice-yearly conferences.

Teacher participation was voluntary but 97 percent took part. 90 percent who responded wanted the conferences continued, and 96 percent felt more positive about their relationships with parents afterward.

It has not yet been determined if student attendance and achievement have improved as a result of Parents in Touch.

MATERIALS AVAILABLE Parents in Touch Progress Report 1979-1980.

Parents in Touch Manual.

Calendars of Activities and Getting Started Books, grades K - 6.

Video tapes, cassettes and pamphlets.

HOME STUDY PROGRAM (PARENT/STUDENT PARTNERSHIP IN LEARNING PROGRAM): NEW ORLEANS, LOUISIANA

Sponsor: New Orleans Public Schools, Secondary Curriculum Improvement Program (SCIP)

Contact:
Faye M. Haley
Home Study Coordinator
New Orleans Public Schools
Lakeview Staff Development Center
5931 Milne Street
New Orleans, Louisiana 70124
(504) 486-9411

PROGRAM DESCRIPTION

Objectives The main objectives are to strengthen parents' educational roles and to improve student achievement in basic skills areas of reading, math, oral and written communications.

Major Activities Teachers instruct children in basic skill areas and test mastery with criterion referenced tests. Parents are given computerized feedback on their children's mastery in the form of a "Parent Report Form." Parents are provided with Home Study Lessons related to the skills that their children have not mastered. Parents teach and/or tutor from these Home Study Lessons. Some parents sign contracts which commit them to participate in the program by tutoring their children from the Home Study Lessons.

In-service workshops are held for parents to provide an overview of the home study program and to assist the parent in developing tutoring methods to teach their children. Workshops discuss the following topics:

- Overview of the Home Study Program
- Affirming the Special Quality of the Family and its Role in Each Child's Development and Learning
- How Can I Help at Home? Learning with Your Child
- An Introduction of Your Child's School Curriculum

A telephone number is provided to parents for use when they need added assistance in helping their children with homework.

Teachers participate in workshops that show them how to incorporate the basic skills and learning theories into their everyday curricula. A committee of teachers and parents help in writing the home study lessons.

Staffing One coordinator system wide. Parent liaison workers at each school are optional.

Start of Service September 1979

TARGET POPULATION

Families	All families city-wide receive the Parent Report Form and have the Home Study Lessons available to them. Parent in-service workshops are available at all secondary schools.
Students	Students in grades seven through twelve participate. Thirty-eight thousand students are served, 85 percent are black, and 15 percent are white.

PARTICIPATION

Schools	Number of schools at each grade level are not known.
Families	The total number of families involved or proportion of total population of families with children in grades seven through twelve is not known. Typical parent involvement is through home tutoring of children.

FUNDING

Source	Title II, Federal government New Orleans Board of Education
Costs per Year	$50,000
Major Expenses	Preparation and duplication of Home Study Lessons.
EFFECTS ON PARENTS AND STUDENTS	Evaluation is in progress, no data available yet.
MATERIALS AVAILABLE	Home Study Lessons for each of the 146 Reading and English basic skills and the 266 Mathematics basic skills developed for the New Orleans Public Schools Minimum Competency Standards document are available. These rely on the Parent Report Form as the basic tool to provide feedback to the parents. The Parent Achievement Form is based on the student's academic achievement progress and has to be filled in by the school.

ATTENDANCE MONITORS PROGRAM: BALTIMORE, MARYLAND

Sponsor: Baltimore City Public Schools

Contact:
Steven Webster
Office of Special Pupil Services
Baltimore City Public Schools
2300 North Charles Street
Baltimore, Maryland 21218
(301) 396-6724

PROGRAM DESCRIPTION

Objectives To help implement attendance policies of the school system.

Major Activities The attendance monitors have clerical duties related to attendance reporting, contacting homes by telephone and/or by letter when students are absent, and monitoring of student attendance patterns. They also make referrals to city social service agencies and attendance officer as needed.

Staff Positions Attendance monitors work a regular school day schedule. There are currently about 85 monitors. They check teacher roll books, send letters and phone parents of absent students where no reasons for absences are furnished or where reasons furnished are unlawful. They confer with school staff regarding poor students. Attendance monitors work under the supervision of school principals and function as para-professionals who assist school staff.

Start of Service 1975

TARGET POPULATION

Families Parents of poor attenders.

Students See above. Schools with attendance problems and students with poor attendance records receive the greatest attention.

PARTICIPATION

Schools Attendance monitors are assigned to elementary (grades kindergarten through six) and secondary schools.

Families Approximately 10,000 parents are contacted each month by telephone and/or letter by the monitors.

FUNDING

Source CETA funds. Because of funding source the program may be discontinued. It has already been cut 50 percent. Attendance monitors work for minimum wage.

Cost per Year Cost figures unavailable.

Major Exponses	Salaries of the attendance monitors and two supervisors.
EFFECTS ON PARENTS AND STUDENTS	Improved communication between home and school. Parents are more quickly informed when their children are absent.
MATERIALS AVAILABLE	An "Informational Newsletter for Parents and Students" which includes summary statements on such topics as student attendance, student rights and responsibilities, student records, etc. Published each September. Also "Attendance Policies and Procedures" distributed to teachers each September. For a free copy, write to program contact person, listed above.

PROJECT FAMILY ACTIVITIES TO MAINTAIN ENROLLMENT (FAME): BALTIMORE, MARYLAND

Sponsor: Baltimore City Public Schools

Contact:
Stanley F. Simmonds
Project Facilitator
Southeast Middle School
6820 Fait Avenue
Baltimore, Maryland 21224
(301) 396-8266

PROGRAM DESCRIPTION

Objectives

To improve school attendance and academic performance. To reduce the dropout rate of students at risk by involving their parents in activities which foster increased school attendance and greater parental support of students' educational aspirations. To coordinate school-based resources for the identified group of students so as to maximize their continued participation in school.

Major Activities

Over the life of the project, parent and student activities have been provided as follows:

Parent-Recreational: offering parents opportunities to participate in school sponsored activities in a non-threatening atmosphere (bus trips, luncheons, movies, bingo).

Parent-Educational: offering parents the opportunity to discuss topics relevant to the world in which they live (speakers from public agencies on alcohol, drug abuse, energy problems, etc.).

Parent Effectiveness Training: to improve parental self-concept and strengthen communication skills among family members.

Student Attendance Reinforcement: to provide a motivational incentive for student attendance (monthly perfect attendance certificates, visits by charismatic celebrities, arts and crafts sessions).

Student Self-Concept Building: students with common problems, causing poor attendance and poor self-concept, meet with one another not in a therapeutic sense, but for the purpose of strengthening self-concepts through goal directed education.

Potential Dropout Counseling: to provide students with a stronger foundation in the decisionmaking and problem-solving processes.

Staff Positions

The total staff includes the Project Facilitator, four Family Specialists, a Social Worker, a part-time Psychologist and a Secretary. Each Family Specialist works with approximately 30 families making home visits and checking attendance daily.

Start of Service

Winter of 1977

TARGET POPULATION

Families	Those which have two or more children who missed 20 days or more of school in the preceeding year.
Students	Ranging from first to twelfth grades.

PARTICIPATION

Schools	Two elementary schools, one junior high school and one senior high school. The two elementary schools are feeder schools for the junior high school. The junior high school is a feeder school for the senior high school.
Families	Currently 93 families with 243 children are participating in the program. There have been 218 families with 537 students in the program since its inception.

FUNDING

Source	Currently the program is in its fourth year of funding, with ESEA Title IV funding (50 percent) and local school system funding (50 percent).
Cost per Year	$99,624 for the 1980-81 school year: total from all sources.
Major Expenses	Staff salaries; parent, student educational and supportive services.

EFFECTS ON PARENTS AND STUDENTS

Attendance	In grades one through five in all project schools, between 72.7 percent and 95.4 percent of all project pupils in these grades showed an improvement in their yearly attendance (based on information available).
Achievement	As reflected in the California Achievement Test and the Iowa Test of Basic Skills, grades one through six, eight and nine showed an increase in test scores ranging between two months and one year three months growth in all areas tested (based on information available).
Attitudes	As indicated by parent questionnaires, 79 percent of the parents believed their children would continue schooling due to participation in Project FAME, and 53 percent revealed an awareness of a positive change in their children's attitude (based on information available).

MATERIAL AVAILABLE	Information on development, project activities, and the effects of the project on the population it serves, is available upon request.

HOME CURRICULUM PROGRAM: DETROIT, MICHIGAN

Sponsor: Detroit City Wide Reading Program
Detroit Board of Education

Contact: Ms. Virginia High, Supervisor
City Wide Reading Program
Detroit Board of Education
5057 Woodward, Room 816
Detroit, Michigan 48202
(313) 494-1591

PROGRAM DESCRIPTION

Objectives

To strengthen parent's educational roles and to increase student academic achievement in the basic skills (especially reading and math).

To develop understanding and support for the Home Curriculum Program by the school staff and the community.

To establish closer bonds between the home and school through the creation of Parent Teams.

Major Activities

The Home Curriculum Program is directed at middle school students and their parents. Students, particularly those with basic skills deficiencies, are recommended by teachers, principals and other school staff. The program has four major activity areas:

Home Parent Curriculum Workshops, which are held in the Home Training Center at each school. Training is given in the use of homemade materials for academic reinforcement, parent/child/school communication skills, and any special areas the parents request.

Home Curriculum Teams, made up of professionals and para-professionals who visit families which cannot come to school to offer training and assistance in the use of homemade materials. A computerized checklist for reading skills serves as one of the focuses of the home training assistance.

Community Network Design, which facilitates the dissemination of information, coordination of resources and transportation, and the identification of "key" residents for program interests. The staff also prepares materials to be used by the newspapers (weekly homework lessons printed by the Detroit News), a radio series (Home Curriculum, Parents as Teachers) and television.

Staff Positions

Director/Supervisor, twelve area Home Curriculum specialists, and 62 para-professionals.

Start of Service

The program commenced full operation in 1977.

TARGET POPULATION

Families	All of the families of the middle school students selected for the program. These are predominantly low-income blacks and Hispanics.
Students	Middle school students with reading and math deficiencies.

PARTICIPATION

Schools	There are 63 schools involved in the program. In each school, 15 students are selected for the program.
Families	The workshops, the newspaper homework series and the radio broadcasts are directed to all of the parents in the city. The homebound portion is directed to the families of the 15 students in each of the 63 middle schools.

FUNDING

Sources	Emergency School Aid Act (ESAA)
Major Expenses	Personnel and materials.

EFFECTS ON PARENTS AND STUDENTS	Although no empirical evidence has been provided, the program reports that thousands of parents and students have been served by the program; parent involvement has increased greatly during the five years the program has existed; and, student achievement scores have risen significantly.
MATERIALS AVAILABLE	Special Parent Guides: to be used in parent workshops. Homework Lessons Series: printed in the Detroit News. Detroit Objective Referenced Test (DORT) Instructional Modules, Home Curriculum, Parents as Teachers, radio series.

PALS -- PARENT AID IN IMPROVING LEARNING SKILLS IMPROVEMENT PROGRAM -- TITLE II: BRONX, NEW YORK

Sponsor:
New York City Board of Education
Community School District Eleven
1250 Arnow Avenue
Bronx, New York 10469

Contact:
Carolyn Onley, Project Director
Anton Klein, Director of State and Federal Funded Programs
1250 Arnow Avenue
Bronx, New York 10469
(212) 920-1425

PROGRAM DESCRIPTION

Objectives To implement and refine a demonstration model which will effectively and economically: (i) unite parents and teachers in a cooperative effort to individualize and enrich both school and home instructions, especially in the basic skills; (ii) provide for professional development of parent volunteers through pre-service and in-service training; (iii) provide for the revision and utilization of materials for parent training and student enrichment; and (iv) maintain open, effective channels of communication between the home and school.

Major Activities Support parents and community persons serving as tutors or assisting in a variety of ways to support the efforts of the children and teachers. Provide pre-service and in-service training and training materials for volunteers to refine their skills. Aid parents in their efforts to help children at home. Disseminate all aspects of the program.

Staff Positions One district-wide Administrator.

Three district-wide Coordinators (salaried) providing service to all district schools.

Thirty "lay" building coordinators providing service on a voluntary basis.

Start of Service District program began in 1963. Federal funding started August 1980.

TARGET POPULATION

Families There are eight Title I schools and four other schools receiving optional assignment funds. Specific Needs Group: Pupils with basic skill deficiencies. Pupils of non-English speaking backgrounds. Everyone district-wide.

Students Students of all types, grade and achievement levels. Pupils with attendance and behavior problems.

PARTICIPATION

Schools	Twenty-eight elementary Seven intermediate and junior high schools One high school
Families	One thousand and fifty-three persons served as volunteers in the district schools. About 90 percent of these volunteers are parents in the district. Parents participate in the following district-wide activities: advisory councils, parent associations, parents as reading partners, community school board committees and national parent and volunteer organizations as well as city and state organizations.

FUNDING

Source	Title II: Basic Skills Improvement and School District Eleven Tax-Levy.
Cost per Year	Total cost of program: $52,000 - Basic Skills 15,000 - District Eleven $67,000
Major Expenses	Salary, tutorial materials.

EFFECTS ON PARENTS AND STUDENTS	Extent of parent involvement continues to increase. Teacher requests for service continue to increase.
MATERIALS AVAILABLE	Tutorial materials.

PARENTS AS READING PARTNERS: BRONX, NEW YORK

Sponsor:	New York City Public Schools Community School District Eleven
Contact:	Carolyn Onley, Coordinator School Volunteer Program Community School District Eleven 1250 Arnow Avenue Bronx, New York 10462 (212) 920-1425

PROGRAM DESCRIPTION

Objectives	The objectives for this program are: (i) to improve reading achievement; (ii) to bring the home into interaction with the school; (iii) to teach parents to value the contributions of children in education; and (iv) to teach children to value the contributions of their parents in education.
Major Activities	Parents read 15 minutes a day with their own children. Parents and children complete a signed contract, setting a reading schedule.
Staff Positions	One coordinator (part-time)
Start of Service	October 1980

TARGET POPULATION

Families	All parents throughout Community School District Eleven
Students	All students in Community School District Eleven

PARTICIPATION

Schools	Thirteen elementary schools, two intermediate schools.

FUNDING

Source	Community School District Eleven
Cost per Year	$500 to $600 for materials.
Major Expenses	None.

EFFECTS ON PARENTS AND STUDENTS	Increase in home reading. Increase in parent participating in school activities. Increase school staff enthusiasm.

MATERIALS AVAILABLE

District Eleven Plan for Program Implementation
Tips on Choosing Books for Children
New York Public Branch Library List
Sample: Parent as Reading Partner Contract
Certificate of Accomplishment
Reading Tips to Follow
Just 15 Minutes - Why A Daily Reading Program?

PARENT TRAINER VOLUNTEERS AND TUTORS IN BASIC SKILLS FOR ADOLESCENTS IN THE INTERMEDIATE SCHOOLS: BROOKLYN, NEW YORK

Sponsor:
New York City Board of Education
New York University Metro Center
Community School Districts 13, 16, 17 and 23

Contact:
Dr. Jerome Harris, Community Superintendent
Community School District 13
44 Court Street - Room 1005
Brooklyn, New York 11201

PROGRAM DESCRIPTION

Objectives

To train parents to tutor their children in the basic skills of reading, writing, listening and oral communication, numeracy, and problem-solving.

To equip parents to train other parents to tutor their children in the basic skills.

To develop appropriate materials to be used by parents in assisting their children to acquire the basic skills.

To install some of the parents as basic skills tutors in the local middle and junior high schools.

Major Activities

Weekly parent workshops are conducted in the evening and in the mornings to accomodate the time preference of parents.

Staff Positions

None

Start of Service

September 1980

TARGET POPULATION

Families

Parents of students in Community School Districts 13, 16, 17 and 23. All of the districts have a high concentration of low-income parents.

PARTICIPATION

Schools	District	Number of Schools
	13	22
	16	16
	17	19
	23	20

Families

More than 100 parents have enrolled in the Basic Skills Program.

FUNDING

Source	National Basic Skills Improvement Program/Parent Participation Project of the United States Department of Education
Cost per Year	$87,000 - $90,000
Major Expenses	Personnel.
EFFECTS ON PARENTS AND STUDENTS	Improved interaction between parents, students and school staffs. Parents improved their techniques for working with their children.
MATERIALS AVAILABLE	Instructional materials that will assist parents in working with their children in basic skills. Also, a Basic Skills Project Opinion Poll.

SEMINARS FOR PARENTS IN FAMILY LIVING/SEX EDUCATION: BROOKLYN, NEW YORK

Sponsor: New York City Public Schools
Division of Curriculum and Instruction
Health and Physical Education Unit

Contact: Melvin R. Warren, Assistant Director
Health and Physical Education Unit
347 Baltic Street
Brooklyn, New York 11201
(212) 852-0111

PROGRAM DESCRIPTION

Objectives The main objectives of this program are: (i) orient parents, administrators and school boards to the scope and importance of this area of study; (ii) plan and conduct seminars for parents that will help them deal more effectively with their children's sexuality; (iii) establish closer relationships between parents, teachers and guidance counselors for better, more timely diagnosis and referral of students with problems that might put them at high risk of pregnancy, venereal disease, or other sex-related conditions that could damage their lives; (iv) organize community resources into an effective referral network for assisting students and parents; and (v) organize local public and private agencies and organizations concerned with school health into a community advisory resource to help students and parents.

Major Activities Parent orientation: Program staff works with parent organizations in each district to conduct orientation sessions before community organizing and training activities begin. These sessions serve to explore with parents the program's objectives and methods, answer their questions and gain as much active parent support as possible.

Parent and community workshops: A parent outreach and education program would be established in the schools through a series of seminars. This process should produce a cadre of trained parents who in turn could organize and conduct training sessions for other parents.

Workshops for teachers, supervisors and counselors: Training sessions will be conducted for teachers, supervisors and counselors in the participating school districts. Before beginning these workshops, the coordinators will assess trainee needs so that priority needs can be responded to effectively.

Organizing community resource referral network: Program staff would work with guidance counselors to inventory and contact all health, family planning, counseling and youth-serving agencies in the community and consolidate them into an efficient school referral network for young people -- particularly sexually active adolescents -- and parents.

Developing District School Health Advisory Council: Program staff would work with school personnel, parents and the community to develop an advisory council composed of representatives of local public and private agencies and organizations concerned with school health and family living/sex education in the larger context of school health and provide broad community perspectives and support.

Staff Positions Assistant Director, coordinates the project centrally in seven New York City school districts. The staff person in the school district is Supervisor of Health and Physical Education or Supervisor of Guidance.

Start of Service Seminars were started in the spring of 1980 and are continuing through the 1981-82 school year.

TARGET POPULATION

Families With present funding, the program is being conducted for parents in seven New York City school districts. In one district in the South Bronx, training was provided for a group of 40 para-professionals who are working with the job title of Parent/Family assistant. Program operates at junior/senior high school level.

PARTICIPATION

Schools Open to all schools in the districts.

Families Morning meetings for non-working parents and some evening meetings for working parents.

FUNDING

Source The New York State Education Department Bureau of Health Education and Services.

Cost per Year $12,000 ($24 per capita).

Major Expenses Consultant Trainers, $100 per day.

EFFECT ON PARENTS AND STUDENTS

Parents have opportunity to share their views and personal feelings.

Established mutually helpful contacts and relationships.

Networking which began among community agencies, staff, and parents.

Parents gained more information about sexuality, birth control, and venereal disease.

"HOW TO HELP YOUR CHILD AT HOME": NEW YORK CITY (LONG ISLAND), NEW YORK

Sponsor:	New York City Board of Education Community School District #30
Contact:	Marcia Silverstein District Reading & Testing Coordinator District #30, 36-25 Crescent Street Long Island City, New York 11106 (212) 729-6380

PROGRAM DESCRIPTION

Objectives	To strengthen reading skills through a game approach utilizing the parent as teacher.
Major Activities	To conduct workshops within the school. To distribute booklets and summer program packets.
Staff Positions	Reading Coordinator Title I Reading Teachers PSEN Teachers
Start of Service	March 1980

TARGET POPULATION

Families	All families in the district of children up to grade seven.
Students	Underachieving students.

PARTICIPATION

Schools	Nineteen elementary schools. Three junior high schools.
Families	Approximately 1,100 parents have participated in the program and have attended workshops.

FUNDING

Source	Community School District #30
Cost per Year	Cost of full-time coordinator.
Major Expenses	Salary of coordinator.

EFFECTS ON PARENTS AND STUDENTS	Increases parent involvement in the school program. Helps parents develop their own reading skills to work more effectively with their children.
MATERIALS AVAILABLE	"How to Help Your Child at Home": by Marcia Silverstein, Reading Coordinator and Testing Coordinator, District #30. Flyer: List of Places to Visit. "How to Help Your Child with Homework": by Sybil Silverstein and Instruction Affairs Committee, District #30.

HOME-SCHOOL-COMMUNITY AGENTS PROJECT: COLUMBUS, OHIO

Sponsor: Columbus, Ohio Public Schools

Contact:
Dr. Stacy Woodford, Executive Director
Department of Federal and State Programs
873 Walcutt Avenue
Columbus, Ohio 43219
(614) 252-4904

PROGRAM DESCRIPTION

Objectives To help disruptive pupils make a positive adjustment to those elements in their lives that interfere with their success in school.

Major Activities The twenty-six special agents work intensively with 60 students each. They hold joint conflict resolution sessions with the teachers and pupils; they make frequent home visits; they do continuous guidance work with the students, and they often work along with other social agencies on the students' behalf.

Staff Positions Aside from the headquarters and field supervisory staff, this program has 26 Home-School-Community Agents who serve in ten senior high and fifteen middle schools. These agents are experienced teachers with advanced work in psychology, guidance, social work or other related fields.

Start of Service The program was initiated during the 1968-69 school year.

TARGET POPULATIONS

Students In 1980 the program served about 1,560 students, mostly from disadvantaged families, who were classified as disruptive by their teachers, parents, principals, or social agents. Studies of the program indicate that these students are characterized by poor grades, poor attendance, teacher-student conflict, and often are in trouble with the courts.

PARTICIPATION

Schools Principals and all school staff are an integral part of the program.

Families Families are expected to work closely with the community agents on a partnership basis.

FUNDING

Source State government funds for disadvantaged pupils.

Cost per Year $642,000

Major Expenses	Personnel costs.
EFFECTS ON PARENTS AND STUDENTS	Over 71 percent of the students derived some positive benefit from the program; i.e., a lowered dropout rate, some improvement in academic performance, and greater student satisfaction with school.
MATERIALS AVAILABLE	Brochure Job description Evaluation reports

PARENT-COORDINATOR AIDES PROJECT: COLUMBUS, OHIO

Sponsor:	Columbus, Ohio Public Schools
Contact:	Dr. Stacy Woodford, Executive Director Department of Federal and State Programs 873 Walcutt Avenue Columbus, Ohio 43219 (614) 252-4904

PROGRAM DESCRIPTION

Objectives	The program has three major objectives: (i) to interpret the school program to the parents; (ii) to communicate parental concerns to the schools; and (iii) to coordinate parent-school activities.
Major Activities	Parent-coordinator aides work in the schools helping the teachers with a wide variety of activities; they work in the school office, lunchrooms, nurses' office; make home visits to help parents with home or community problems; and they perform many tasks associated with the parent advisory council (PAC).
Staff Positions	The program is staffed by an Executive Director who has a headquarters support staff, a field supervisor, program coordinator, and 55 parent-coordinator aides. The aides are paid parents from the local community. They are hired and supervised directly by the school principal.
Start of Service	The program was initiated during the 1968-69 school year.

TARGET POPULATION

Students	The program covers students in 55 Title I eligible elementary schools.
Families	All Title I eligible families with children in the program are served.

PARTICIPATION

Schools	Principals and Title I teachers are an integral part of the program.
Families	Families of Title I children are encouraged to become involved in the school program.

FUNDING

Source	Federal and state governments.
Cost per Year	$228,105.

Major Expenses	Personnel costs.
EFFECTS ON PARENTS AND STUDENTS	Evaluation results indicated that the parent-coordinators were involved in improving parent-school relationships. On the average, an aide responded to about 22 requests each week.
MATERIALS AVAILABLE	None.

PUPIL AND COMMUNITY ASSISTANCE SPECIALIST PROGRAM (PCA): COLUMBUS, OHIO

Sponsor: Columbus, Ohio Public Schools

Contact:
Dr. Maxine Smith, Director
Department of Staff Development/Human Development
Columbus Public Schools
2051 W. Mound Street
Columbus, Ohio 43223
(614) 276-6361

PROGRAM DESCRIPTION

Objectives To help parents, teachers and students cope with conditions associated with school desegregation through: (i) crisis prevention and intervention; (ii) assisting and guiding student leaders in secondary schools; (iii) providing home-school liaison services; (iv) organizing parent involvement activities within the schools; and (v) assisting classroom teachers with problems connected with desegregation.

Major Activities This program has 71 elementary and 64 secondary full-time specialists who are within the local schools. The specialists work with the parents, students, teachers and administrators to solve, alleviate, or ameliorate any home or school based problem associated with school desegregation. These may be problems of discipline, declining academic performance, busing, lack of home support, teacher-student conflicts, etc.

Staff Positions The program is staffed by a director, who supervises the entire program; a small headquarters/field support staff; and the 135 on-site specialists.

Start of Service The program began in September 1979 as a result of a court order for system-wide desegregation.

TARGET POPULATION

Schools Ninety-four elementary schools and forty-one secondary schools.

Students Students in all of the 135 schools are covered by the program.

FUNDING

Source Funded by the Emergency School Aid Act (ESAA).

Cost per Year $2,999,665.

Major Expenses This is a labor intensive program, causing personnel to be the major cost.

EFFECTS ON PARENTS AND STUDENTS

According to the formal evaluation reports: (i) desegregation related disruptions were minimized; (ii) students increased their understanding, cooperation and improvement of one another; (iii) parents felt that their involvement helped to improve student performance in school; (iv) principals and administrators endorsed and supported the program; and (v) the teachers felt that many of their professional needs had been served.

MATERIALS AVAILABLE

Documentation of programs held to provide in-service. Documentation of in-service programs provided for individual building staff by the school PCA. Newsletters generated.

BENCHMARK PROJECT, ESEA TITLE I: PHILADELPHIA, PENNSYLVANIA

Sponsor: The School District of Philadelphia

Contact:
Dr. Edmund J. Forte
Director of Supportive and Instructional Programs
The School District of Philadelphia
21st Street South of the Parkway
Philadelphia, Pennsylvania 19103
(215) 299-7819

PROGRAM DESCRIPTION

Objectives

The Benchmark Project is a diagnostic prescriptive program designed to assist selected Title I children from the intermediate elementary grades (4, 5 and 6) who score below the 16th percentile on the California Achievement Test (CAT), but who do not qualify for "special education" programs.

Benchmark is a high intensity educational program of instruction designed to provide an effective/cognitive learning environment where students are encouraged to raise their current achievement levels to a point equal to their potential achievement levels.

Major Activities

Small group instruction: a teacher and instructional aide work with approximately twenty children in a self-contained classroom.

Basic skills oriented: teaching reading, math and language skills.

Language experience approach: teaching pupils to read through their own experiences using controlled vocabulary.

Developing positive self-concepts: positive verbal reinforcement for completing academic tasks in order to give children a need for achieving in school.

Parent involvement: parents are encouraged to participate in project activities, participate in parent education program, classroom visitation and pupil homework activities.

Teacher staff development: continuous staff development and training in specialized instructional methods.

The monthly parent education workshops teach parents skills which they can then teach their children. Some recent workshop programs include:

- Critical television watching skills
- Math (how rational numbers are related to familiar numbers)
- Arts and crafts (making objects from discarded materials)
- Citizenship (how to participate in local government)

Staff Positions	Each school that participates in the program has a qualified teacher with two or more years experience and an instructional aide trained to assist in the planning and implementation of classroom activities.
Start of Service	The Benchmark Project has been operating in the School District of Philadelphia since the 1974-75 school year.

TARGET POPULATION

Students	Low-achieving pupils in grades four through six who score more than two standard deviations below the mean on standardized achievement tests.
Parents	Voluntary education program for parents of children enrolled in the Benchmark Project.

PARTICIPATION

Schools	Thirty-four schools that are eligible for Title I services. In the 1979-80 school year, 1,054 students took part.
Families	Parents attend parent education workshops once a month. About 25 - 40 participate each month in each school.

FUNDING

Source	ESEA Title I and the School District of Philadelphia
Cost per Year	$2,700,000
Major Expenses	Personnel cost for teachers and aides.

EFFECTS ON PARENTS AND STUDENTS	Pupils score at or near grade level on the California Achievement Test after three years in the program. This rate of increase continues after termination of the treatment at the end of sixth grade. Parents have confirmed the merits of the program. They cite changes in attitude and behavior on the part of the child. Parents take more interest in the child's school performance and attend planned meetings.
MATERIALS AVAILABLE	Brochure (free), Handbook (cost of printing), and Research Abstracts (free).

PARENT PARTNERSHIP PROGRAM: PHILADELPHIA, PENNSYLVANIA

Sponsor: The School District of Philadelphia

Contact: Dr. Edmund Forte
Director of Supportive and Instructional Programs
The School District of Philadelphia Board of Education
21st Street South of the Parkway
Philadelphia, Pennsylvania 19103
(215) 299-7819

PROGRAM DESCRIPTION

Objectives To involve all parents in the educational process of their children from the age of three onward through the coordination of existing programs and using all available means for communicating with parents.

Major Activities The Parent Partnership Program is composed of a number of components:

Parent Workshops are scheduled throughout the school system every month. The workshops are designed to assist parents in becoming more effective participants in the total education of their children. Parents are assisted in understanding various aspects of child development, and in making use of learning materials in the home. Recent workshops have also featured school discipline, testing and other topics about schools.

The **Mini Workshop Series** is designed to complement the monthly parent workshops. The program consists of a series of 58 workshops which schools can request to have presented at their regularly scheduled home and school association meetings.

Radio and Television programming includes "spot" announcements of Parent Partnership activities, a radio series entitled "What's New for Children" and a series on parenting entitled "Footsteps." Two workshops were conducted which were designed to help parents utilize television in communicating with their children.

Reading and Mathematics Booklets. Parents may, upon request, receive computer-generated materials in reading and mathematics. The booklets are developed using information about a child which is supplied by a parent. The material is completely individualized and personalized. In addition, on request, parents or teachers can obtain printed booklets of exercises for children to increase their math and reading skills. The math booklets called "Mathematics Activities for Parents to Use with their Children" are organized by elementary grade level; the reading booklets span several grades and extend into the intermediate school years.

Public Awareness. Parents of school-age children and the community at large are informed of the variety of Parent Partnership Program activities through print and broadcast media. Individual inquiries about the program are answered by providing printed information and sample materials tailored to specific personal requests.

The Dial-a-Teacher Assistance Project is a telephone resource center which provides assistance or information to parents and pupils related to homework. Information about Parent Partnership activities and services is also provided. A Spanish Hotline was initiated in 1979-80 school year.

Staff Positions	A coordinator for the parent workshops is designated at each school.
Start of Service	The program began in the 1976-77 school year.

TARGET POPULATION

Families	Program attempts to reach all families of students.
Students	See above.

PARTICIPATION

Schools	All schools involved to some extent. Parent workshops are required throughout the system at least twice a year.
Families	More than 7,000 parents attended 249 workshops held throughout the city.

FUNDING

Sources	Most of the programs are operated at no additional cost to the school district. Additional funds come from the William Penn Foundation, and from ESEA Title IVc, for the homework hotline.
Cost per Year	Data Line: $86,000, ESEA Title IVc.
Major Expenses	Data Line: teacher overtime pay.

EFFECTS ON PARENTS AND STUDENTS	No evaluations of the impact of the components have been conducted but a complete report of activities is available. The hotline evaluation shows high use with 10.4 percent calls from parents. Half the calls were from elementary school students, especially grades four through six, and almost half were for help with math problems.
MATERIALS AVAILABLE	The Parent Partnership Program: A Report of Activities September 1979 - June 1980 Mini-Workshop Series 1980-81 Homework Hotline Summary of Activities, September 1980 Various booklets on math and reading home activities for grades one through six.

PHILADELPHIA TEACHER PARENT CENTER: PHILADELPHIA, PENNSYLVANIA

Sponsor: Learning Centers Project, a Title I Program of the School District of Philadelphia

Contact:
Allen Banbury, Project Manager, Learning Centers Project, or
Julia King, Coordinator, Philadelphia Teacher Parent Center
Durham School
16th and Lombard Streets
Philadelphia, Pennsylvania 19146
(215) 732-3204

PROGRAM DESCRIPTION

Objectives To assist the teachers and parents of Title I children with their educational roles through workshops. The desired outcomes are new instructional techniques, awareness of curriculum ideas, and the making of instructional aids, furniture and equipment for the classroom and the home.

Major Activities Workshop activities offered at a permanent site (Durham School) include sessions for teachers, parents, and others. These sessions are participant directed (free use of time and resources with staff support) or staff directed (a set agenda with a particular outcome as the goal). The activities at the Durham site also include open hours for what is primarily participant directed work. These hours are currently on Wednesday and Thursday evenings until 8:00 p.m. and Saturdays from 9:00 a.m. until 12:00 noon.

Workshop activities offered at scattered sites (Traveling Teachers Center) involve a scaled down set of personnel, material and equipment resources similar to those at the Durham site. These resources go to a school and will stay there for one to three days for the making of instructional materials and equipment by the staff and parent body at the host school. Planning for this workshop is done jointly at the school by the professional staff and the parents in conjunction with a staff member.

Staff Positions The Project Manager has overall responsibility for the Learning Centers Project of which the Philadelphia Teacher Parent Center is a part. The Teacher Parent Center Coordinator assumes responsibility for the day to day operation of the Center. An administrative officer has primary responsibility for dealing with the bureaucratic aspects of the system, while four learning centers specialists are the primary providers in the Center. A teacher center assistant handles the clerical responsibilities of the Center's scheduling, and an assistant teacher is in a supportive position.

Among this staff, specialities exist in the areas of reading/language arts, mathematics, early childhood education, art education, thematic education, space design, library and instructional materials centers management, and child abuse and related concerns. Parent assistants help with material preparation for the workshop sessions.

Start of Service The Philadelphia Teacher Parent Center began offering services to teachers in 1967 as the Philadelphia Teacher Center. As services to parents grew, the name was changed to reflect the actual population serviced.

TARGET POPULATION

Families As an ESEA Title I program, it is restricted to working with the school staffs and parents of Title I eligible children. In Philadelphia this is a sizeable population as there are 132 eligible elementary schools, 35 eligible junior and senior high schools and 59 eligible non-public schools in the city. The families of 90,000 students are eligible for program services.

Students Pre-kindergarten through twelfth-grade Title I students.

PARTICIPATION

Schools In school year 1980-81 all eligible elementary and secondary schools in the city were participants. The Traveling Teacher Center has been taken to 73 schools in 1980-81, and will have hosted approximately 6,000 adult visits at the permanent site and in traveling site workshops.

FUNDING

Source Title I Federal funds.

Cost per Year Including salary, fringes, materials, administrative expenses, building rental: $321,000.

Major Expenses

Salaries	$186,800
Materials, printing and supplies	29,000
Contracted services	10,000

EFFECTS ON PARENTS AND STUDENTS

The results of a one-year National Institute of Education funded research grant indicate a very high level of effectivness of the participant-made materials. One hundred percent of the learning aids were rated as effective by the participants and 98 percent of the furniture was rated as effective. Other evaluations done by the school district's Federal Evaluation Resource Services indicate a high level of participant satisfaction with the process, the product and the type of assistance received. Specifically, in a study of the 1978-79 school year, 100 percent of the participants rated the Center as "good to outstanding" in providing a source for new and innovative ideas. Subjective responses on questionnaires indicate a similar level of acceptance.

MATERIALS AVAILABLE

A Teacher Center's Greatest Hits available through:

The Teachers' Centers Exchange
Far West Laboratory for Educational
Research and Development
1855 Folsom Street
San Francisco, California 94103

For other available materials, write:

Mr. Allen Banbury, Project Manager
(contact person: see above)

SCHOOL-COMMUNITY COORDINATOR SERVICE: PHILADELPHIA, PENNSYLVANIA

Sponsor: The School District of Philadelphia Board of Education

Contact:
Alfonso Williams, Assistant Director
Project Manager
Monroe Administration Building
427 Monroe Street
Philadelphia, Pennsylvania 19147
(215) 351-7266

PROGRAM DESCRIPTION

Objective Community residents work with students, parents and school staff to satisfy needs, transmit information, promote mutual understanding and encourage participation between the school and community.

Major Activities The School-Community Coordinators (SCC's) provide home visits, work with students in school and meet with clusters of their parents.

Out of school conferences are held with parents or guardians of pupils on school or self-initiated referral basis. In elementary, middle and junior high schools stress is on pupil attendance, basic skills, work habits improvement, behavior and health of the pupils. In high school, accomodation of entry level pupils, dropout prevention, basic skills, work habits improvement and the pupil's health are stressed.

In-school assistance is provided to students having problems with class attendance, faculty-student-peer relationships, lost articles, clothing, emergency materials needed, and support during bereavement.

The SCC conducts meetings with clusters of parents concerning children's needs. The parents' needs are also addressed. Resource people are also utilized to meet specific parental informational needs.

In the community SSC's disseminate information and work in projects of interest to students and their parents.

Staff Positions Professional Staff: one assistant director, who serves as project manager, administrator, and program planner. Two supervisors, who monitor the program and assist in planning and expediting.

Eleven area coordinators: assist in supervising, monitoring and help SCC's plan work (one bilingual, Spanish-speaking).

One hundred and fifty-nine school-community coordinators (19 are bilingual, Spanish-speaking).

Two secretaries.

Bilingual SCC's are placed in those schools that have a heavy concentration of Spanish-speaking people.

Start of Service	September 1966
TARGET POPULATION	
Families	Parents or guardians of Title I eligible children.
Students	See above.
PARTICIPATION	
Schools	115 elementary and 34 secondary schools.
Families	During the 1980-81 school year, 78,035 pupils participated.
FUNDING	
Source	ESEA Title I
Cost per Year	$3,323,420 in 1980-81 school year.
Major Expenses	Salaries for the total staff: three professionals, two secretaries, and 159 school community coordinators.
EFFECTS ON PARENTS AND STUDENTS	During the 1980-81 school year 600 parents were visited, and more than 85,000 home conferences were conducted by the SCC's. Most visits were related to improving basic skills, school attendance, behavior and attitudes and to assist with personal problems. During typical visits more than 7,000 pupils were helped with the following kinds of problems: attitude (1,681); behavior (1,424); health (1,050); basic skills (1,839); and other needs (1,425).
MATERIALS AVAILABLE	None.

COMMUNITY SCHOOL ACTION CENTERS: DALLAS, TEXAS

Sponsor: Dallas Independent School District (DISD)

Contact: Dorethea Hornbuckle, Chairperson
Community Organizations Joint Action Committee (COJAC)
3318 Hatcher Street
Dallas, Texas 75215
(214) 426-2625

PROGRAM DESCRIPTION

Objectives Disseminate information; encourage parents to get involved and become a part of the life of the community by inviting participation in tutoring programs, school advisory committees; help parents to understand the roles and conditions of school life and assist in parent-teacher or parent-school conferences where needed; crisis intervention counseling designed to improve two-way communications between school and community.

Major Activities Parenting seminars designed to clarify parent educational roles; student rap sessions involving leaders in the community who can serve as positive role models for students; crisis-intervention counseling; serve as advocates for parents and students, if requested, on school related matters including student third-party administrative hearings.

Staff Positions One Director, who coordinates, supervises and manages day to day operations of the centers; executes policies set up by the COJAC advisory committee.

Three community school representatives who serve as advocates for parents and students; act as liaison persons between the community and the school; identify and interpret concerns and needs of parents-community to school personnel, and make regularly scheduled school visits.

One secretary-receptionist who performs secretarial and additional assigned tasks.

Start of Service September 1976

TARGET POPULATION

Families Low-income disadvantaged, predominantly black families affected by the 1976 school desegregation mandate.

Students Services disadvantaged students (grades four through twelve) who have been identified by school personnel as having particular behavioral problems, poor attendance habits, and problems adjusting to school life in a new and different community.

PARTICIPATION	
Schools	Forty-four schools, grades four through twelve, 16,000 families.
Families	Eight thousand families participated in the program during the 1980-81 school year.
FUNDING	
Source	Dallas Independent School District funds.
Cost per Year	$80,000
Major Expenses	Staff salaries; supplies and rent.
EFFECTS ON PARENTS AND STUDENTS	Reduction in the amount of student suspensions and parent conferences; improved two-way communications between parents and school personnel; increased minority participation in tutoring programs and school advisory committees; improved dissemination of information.
MATERIALS AVAILABLE	Brochures outlining various services are available for distribution.

COMMUNITY SPECIALIST PROGRAM: DALLAS, TEXAS

Sponsor: Dallas Independent School District (DISD)

Contact:
Sandra D. Malone
Deputy Associate Superintendent
Community Relations Department
Dallas Independent School District
3700 Ross Avenue - School Box 22
Dallas, Texas 75204
(214) 824-1620

PROGRAM DESCRIPTION

Objectives

To assist parents, students, school personnel and citizens to adjust to changes and expectations associated with the implementation of court-ordered desegregation.

To bring about increased parent and community involvement in the school through a variety of activities.

To promote two-way communication between the school and its various publics.

To provide opportunities for interaction among culturally different groups and communities.

Major Activities

Assist in the procurement and utilization of community resources.

Assist in the recruitment and training of volunteers.

Disseminate materials and information pertaining to the school program to its various publics.

Inform parents and students of alternate school programs through a variety of ways including community meetings and school tours.

Arrange transportation to selected school activities for students and parents of feeder school attendance zones.

Arrange and coordinate activities dealing with cultural awareness.

Serve as resource person to the school related organizations; e.g., PTA, community advisory committees.

Assist parents and school personnel in the accomplishment of parent-teacher conferences.

Coordinate a series of parent education activities in conjunction with other DISD personnel and programs.

Staff Positions

One Community Relations Resource Administrator who monitors program implementation and provides liaison with other departmental functions.

Twenty Community Specialists who implement program activities for three to seven schools each.

Two Community Specialists at large who provide special services and resources for program management.

Three Community Specialists who serve the diocesan school system.

One secretary.

Start of Service	September 1976

TARGET POPULATION

Staff, students and parents of schools whose population is affected by mandatory busing.

PARTICIPATION

Schools	43 Early Childhood Centers (kindergarten through grade three) 27 Intermediate schools (grades four through six) 9 Middle schools (grades seven and eight)

FUNDING

Source	Emergency School Aid Act (ESAA)
Cost per Year	$605,933 (1980-81)
Major Expenses	Personnel costs.

EFFECTS ON PARENTS AND STUDENTS	Increased parent and community interest and involvement. Improved student attitude and attendance. Increased community support.
MATERIALS AVAILABLE	Sample brochures and management plan.

PARTNERS IN LEARNING: DALLAS, TEXAS

Sponsor: Dallas Independent School District (DISD)

Contact: Jan Roan, Deputy Associate Superintendent - Instruction
Dallas Independent School District
3700 Ross Avenue
Dallas, Texas 75204
(214) 824-1620

PROGRAM DESCRIPTION

Objectives To join parents, teachers and community in a program of shared understanding and responsibility for student learning in reading, writing and math.

Major Activities The dominant feature of Partners in Learning is the parent/teacher conference which is held in the fall and the spring each year. The student progress form, covering all of the basic skills areas, is thoroughly discussed with the parent and a remedial strategy worked out. Teaching/learning materials are provided to the parent to be used at home for tutoring student in areas of academic weakness. In many schools, conferences are held in the evenings to accomodate those parents who cannot attend during the day. Prior to the conferences there is an extensive campaign waged by the teachers, principals, and the Community Relations Division urging parents to attend. For students at risk of failure, parental attendance is mandatory at the conferences.

Staff Positions Although the program is situated under the Deputy Associate Superintendent for Instruction, the Reading and Language Division oversees the program in the field. Staff members from the Community Relations Division also play an active role. At the building level, each principal supervises, coordinates and implements the program.

Start of Service September 1976

TARGET POPULATION

Families All of the families of all of the students in elementary and middle schools.

Students All of the students in grades kindergarten through eight.

PARTICIPATION

Schools All 137 elementary schools (70,900 students) and all 23 middle schools (19,600 students) are involved in the program.

Families At the twice-yearly parent/teacher conferences, there has been a 75 percent or better parent attendance record for the elementary schools. At the middle schools the level of attendance has varied between 40 percent and 60 percent.

FUNDING

Source	Local funds.
Cost per Year	Materials publication are the only cost above the regular budget. Actual figures not available.
Major Expenses	Printing.
EFFECTS ON PARENTS AND STUDENTS	There is evidence that, since the initiation of the program, student achievement has improved, attendance is up and disruptive behavior down. Parent surveys indicate that the parents strongly support the program and use the materials at home with their children.
MATERIALS AVAILABLE	Reprint of article: "Parents as Partners in Education" Tips for Parents Parents as Partners: Books I, II and III Partners in Reading brochure Partners in Reading order form

OPERATION FAIL-SAFE: HOUSTON, TEXAS

Sponsor: Houston Independent School District

Contact: Ms. Sarah Cordray, Consultant
Guidance and Parent/Community Support Department
Houston Independent School District
3830 Richmond Avenue
Houston, Texas 77027
(713) 623-5151

PROGRAM DESCRIPTION

Objectives To improve student learning and increase career planning awareness through parent and teacher collaboration. Specifically, Fail-Safe aims to:

- promote home/school shared accountability for increased student attendance;
- improve discipline;
- improve student achievement; and
- provide career information and planning.

Major Activities The core of the program is a twice-yearly parent-teacher conference at the middle of the fall and spring semesters. School is recessed for two days and conferences are scheduled in the afternoon and evening at the school. At the elementary school level, a computer-printed Student Achievement Profile and the steps to be taken for improvement are the foci of the conference. In math and reading, the parent is provided specifically designed materials for home use. At the secondary level, emphasis is placed upon career development and occupational guidance. To support this interest, the teacher-parent-student conference is centered upon the career interest inventory and academic record of the students.

Although the program varies from school to school, at most schools the parents can combine attendance at health workshops, cultural affairs or a "coffee klatch" along with their individual conference with the teacher.

A media campaign requests employers to give people one or two hours off to attend the conferences.

Staff Positions At the headquarters level, the program is managed by an elementary and secondary area director who comes under the guidance department. The headquarters staff relate to the six area coordinators located within the six subsuperintendencies. These in turn relate to the teachers and principals within the schools in their regions.

Start of Service September 1978

PARTICIPATION

Schools All schools at all grade levels.

Families 242,000 parent/teacher conferences in the first year of the program.

FUNDING

Source Local funding.

Cost per Year Approximately $347,000 (or $1.43 per conference) for the school year 1980-81. Was $616,600 in the first year due to developmental costs.

Major Expenses Printing of materials.

EFFECTS ON PARENTS AND STUDENTS

The program began with parent-teacher conferences. At the first fall 1978 conference, there was a parent attendance rate of 74 percent at the elementary level and 39 percent at the secondary level. This phenomenal participation indicated the willingness of parents to accept a role in the education of their children. The high interest level was increased at the spring 1979 conference when 79 percent of the elementary school parents and 42 percent of the secondary parents attended a conference. At the fall 1979 conference there was a parent attendance rate of 77 percent at the elementary level and 63 percent at the secondary level. The spring 1980 conference had a parent attendance rate of 54 percent at the elementary level and 17 percent at the secondary level. In the fall of 1980, the level of parent attendance at Fail-Safe conferences was 73 percent at the elementary grades and 24 percent at the secondary level. The total parent attendance rate at the conferences was 51 percent.

After the first year, evidence of the positive effects of Fail-Safe has already begun to accrue. Some of the major findings relate to:

- improved student attendance (time on task);
- increased student achievement;
- increased parent participation in the schools;
- positive parent and teacher evaluations of conferences;
- positive feedback on use of Fail-Safe materials; and
- cost effectiveness.

A comparison of student attendance between the 1978-79 school year and the 1979-80 school year revealed an increase from 90.99 to 92.91 or an increase of 1.92 percent. More "time on task" is related to increasing achievement.

The analyses of standardized achievement composite test scores confirm the continuation of improved basic skills performance of students in the Houston School District. For the first time since 1966 the average academic achievement of students at every elementary grade tested in the Houston School District met or exceeded the national norm.

MATERIALS AVAILABLE

Elementary

Invitation
Achievement Profile

Points for Parents: Reading (Seven books)

Points for Parents: Reading (Spanish) (Seven books)

Points for Parents: Math (Math)

Reading Prescription

Reading Prescription (Spanish)

Reading List of Library Books

Secondary

Computer-Generated Invitation to Parents

Computer-Generated Career Choice Information

Achievement Profile
Special Programs and Brochure

Testing in the Secondary School Brochure

ESAA GUIDANCE AND HUMAN RELATIONS: SAN ANTONIO, TEXAS

Sponsor:	San Antonio Independent School District
Contact:	Mr. Nick E. Garza, Program Director ESAA Guidance and Human Relations Program San Antonio Independent School District 141 Lavaca Street San Antonio, Texas 78210

PROGRAM DESCRIPTION

Objectives	The major goal of this program is to improve school attendance and academic performance by changing student attitudes and strengthening self-concept, self-esteem, and interpersonal relationships in order to bring about a closer understanding between the student, parent, and the school.
Major Activities	Program is operational in five middle schools and four senior high schools. Class sessions (ten to twelve students per class) are held for sixth and ninth grade students, once each week, for a period of eight weeks. Five classes are held daily and a Certificate of Completion is awarded to all students completing the eight-week session. Guidance/human relations activities are emphasized and stressed in order to provide a strong image of self and opportunity to experience success. Parent conferences keep parents involved and informed, which provides closer cooperation, and a sense of taking part in the education of children.
Staff Positions	For the present school year, nine teachers are supervised and directed by Nick E. Garza, Assistant to the Superintendent. There are five middle schools and four senior schools participating in the program. The services of the Counseling and Guidance Division of the San Antonio Independent School District are available for supplemental work.
Start of Service	The program began in the school year 1980-81.

TARGET POPULATION

Schools	Sixth and ninth grade students from five middle and four senior high schools.
Families	All families who have sixth or ninth grade students in participating schools.

FUNDING

Source	ESAA grant from Federal government.
Cost per Year	$234,000

Major Expenses	Staff, personnel and teaching materials.
EFFECTS ON PARENTS AND STUDENTS	All sixth and ninth grade parents were notified by letter regarding the ESAA Guidance/Human Relations Program in the participating schools. This factor, in addition to the teacher-parent home visits and conferences, has established a good communication channel between the school and the home.
MATERIALS AVAILABLE	None.

APPENDIX A:
THE LARGEST U.S. CITIES IN 1980 IN DESCENDING ORDER ACCORDING TO POPULATION*

New York City
Chicago
Los Angeles
Philadelphia
Houston

Detroit
Dallas
San Diego
Baltimore
San Antonio

Phoenix**
Indianapolis
Honolulu
Washington, D.C.
Memphis

San Francisco
Milwaukee
Boston
Cleveland
San Jose**

New Orleans
Columbus, Ohio
Jacksonville
St. Louis

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* All cities with population of 500,000 or more. Single exception is the inclusion of St. Louis. Preliminary figures made it eligible but the 1980 official count gave it less than a half million population. However, contacts were already underway with its school system.

** Phoenix and San Jose have a number of school districts within their city limits. Our resources did not permit contacting them all. We chose to focus on the larger districts which encompass inner-city areas. In Phoenix, the Phoenix Union High School District, Phoenix Elementary School District #1, and Roosevelt Elementary School District were contacted. The first includes all high schools in Phoenix. In San Jose, the San Jose Unified School District was the only district contacted.

APPENDIX B: PARENTS AS EDUCATORS PROGRAMS IN LARGE CITY SCHOOLS: PROGRAM SELECTION CRITERIA*

GENERAL STATEMENT

The National Institute of Education Families as Educators Team is seeking to identify and describe those systematic programs and practices which bring parents, classroom teachers and other school staff together in a mutually supportive partnership designed to stimulate and maintain the academic and social development of students. Since the middle and upper grades have long been neglected but are now emerging as a focus of home-school cooperation, we would like to concentrate our efforts in that area.

Within the home-school relationship, we are searching for programs or practices which foster the following kinds of roles for parents:

1. Parents as educators of their own children
   a. parents in educational roles with their own children outside of school -- tutoring or explicitly teaching children at home.
   b. parents as managers of children's educational experiences -- monitoring homework or attendance, coordinating other educational experiences outside of the home (e.g., libraries, link to others who can tutor, shopping trips).
   c. parents as socializers -- such as programs which train parents or provide information on discipline, learning and behavior expectations, career development, and child rearing practices.

Activities in areas a - c above could come about through parents attending workshops, visiting a parents' room in schools, having a home visitor, receiving individualized student learning material for use jointly at home, or other modes of contact.

2. Parents as partners in the formal schooling process at the classroom level such as co-planners of educational programs for their own children or for their child's class in such areas as:
   - developing curriculum, class activities or home study activities
   - scheduling classes and activities
   - guiding the transition between elementary and secondary schools
   - serving as resources to teachers outside of class time

OPERATIONAL CHARACTERISTICS

The following operational characteristics of programs should be kept in mind when selecting programs for inclusion.

1. Include only programs or practices which operate in secondary schools (middle schools, junior or senior highs) or upper elementary grades (4th or higher). This would exclude Follow Through and Title I programs which run only through the third grade. Programs operating in

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* This document was sent to officials in school systems to explain which programs were of interest for this study.

all grades of elementary schools would be eligible.

2. Programs must have a sufficient history (a year or more) to allow for measuring results, and they must still be in operation.
3. We are especially interested in programs which have been designed to meet the needs of economically disadvantaged and minority students and parents, but do not want to exclude programs aimed at others.
4. The program should not be an isolated effort limited to one or two schools. System-wide or regional programs will be most useful because they hold greater possibility of broad application as models for other systems.
5. Include career planning programs if they are designed to encourage parental involvement.

To help you respond, here are some kinds of programs we are not interested in at present:

1. Parents in schools as volunteers or aides.
2. Parents in school governance or advisory roles.
3. Printed material sent to parents without other contact.
4. Parent-teacher conferences unless special information is available to parents, and special teacher preparation is required.
5. Contacts when student is about to fail.
6. Programs sponsored by non-school organizations.
7. Programs in special schools such as alternative schools or schools for the handicapped.
8. Parent education programs unless school-based and developed to match the needs of specific school populations.

If you have any questions about appropriate programs, please call us.

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